
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

Issued Monthly (except July and August) by The Gregg Publishing Company,
270 Madison Avenue, New York, N. Y.

BOSTON OFFICE.....Statler Building, Boston, Mass.
CHICAGO OFFICE.....2500 Prairie Ave., Chicago, Ill.
SAN FRANCISCO OFFICE.....Phelan Building, San Francisco, Calif.
CANADIAN OFFICE.....57 Bloor Street, West, Toronto, Ontario, Canada
EUROPEAN OFFICE, The Gregg Publishing Company, Ltd., Gregg House, 51, Russell Sq., London, W. C. 1, Eng.
AUSTRALIAN OFFICE, The Gregg Publishing Company (Aust.), 4 Nithsdale Street, Sydney, New South Wales
AGENCY FOR INDIA, Progressive Corporation, Ltd., Bombay

*Subscription rates: One dollar, the year; ten cents, the copy—subject to current postage and customs
charges when mailed to countries to which the United States domestic postage
rate does not apply.*

Copyright, 1932, by the Gregg Publishing Company

Vol. XIII

December, 1932

No. 4

Social Aspects, Methods of Teaching and Results of Machine Practice in Secretarial Work

By Frances Effinger Raymond

Manager, Pacific Coast and Orient Office of The Gregg Publishing Company, San Francisco, California

IN our educational schemes we are constantly striving to balance the two elements of individual rights with social duties. We want each individual to develop his native ability to some point of efficiency that gives him personal satisfaction. At the same time, we want to develop the social attitudes in him that will conserve the highest welfare of the community. If the balance is properly established, society is assured of a certain stability and the individual obtains the greatest happiness because of his usefulness in the social scheme and his enjoyment of the work that is congenial to his personal interests. There was an old nursery jingle

that pointed out the way of life. Certain rules of living promised to "make a man healthy, wealthy, and wise." Since wisdom means happiness let me set the goals of harmonious development in a trilogy—HEALTH—WEALTH—HAPPINESS. To these goals all instruction in our secondary schools should contribute.

No subjects are more easily adapted within certain limitations to reach these goals than the so-called vocational phases of commercial education. Between the health and the wealth goals lies a rich and fallow field of success attitudes to be developed. Each one of these success attitudes is social in its significance,

can be developed only through contacts with others, through sharing personal and group experiences, through the fellowship of team work, through the discipline of responsibility, through the discipline of submission to orders, through the discipline of systematic procedure, through the discipline of submerging individual preferences in the welfare of the group; a rising above self when there is conflict between personal desires and community interests. The greedy person who grasps opportunities at the expense of others may, and very likely will, be wealthy, but never so long as he lives can he attain either health of soul or happiness, for he must live in a community without being a part of it. That is one reason why our men of great wealth in their later years try to buy back the happiness they have lost by giving huge gifts of money to foster research that shall benefit humanity. To reach the goals set by the trilogy of health of body and soul, wealth of world's goods and things of the spirit, happiness in personal living as one of a community, there must be foundation qualities that are established early in life.

Machine Operations

Training in the machine operations that make good office workers must assume its share in developing the social values that belong to a successful worker. With the technical training must be given intelligent insight into the responsibilities ahead, into the give and take of business life, into the causes for successful promotion, into the meaning of harmonious and friendly living as an individual in a community of other individuals.

When we start in to teach the skills of machine operation where are we headed? Many a college professor freely acknowledges that learning to type is purely mechanical with no educational value. We won't take time to argue the question. Many a teacher of commerce would be startled if suddenly asked, "What social values are inherent in learning to typewrite?" "What social aspects do you consider belong to the process of comptometer operation? Or the billing machine? Or the mimeograph? Or any other type of office machine?"

The essence of skill is that all motor operations shall be made smoothly, with little conscious effort and with a certain degree of speed. This smoothness of execution is often misnamed "mechanical," as if the intelligence were not concerned. Herein lies the common lack of understanding of the rich values that are truly a part of the process of learning machine operations for use in the business office.

Let us look at the finished typist-stenog-

rapher at work on the job. At no time during the day of varied activities has she any chance to think about the quality of her typing skill. It is simply taken for granted that her typing is accurate and swift and that all finished papers will be in correct form and according to the standards of the office.

What Makes for Success in the Office?

Is it typing and shorthand and allied skills, in themselves? Is it not rather the stenographer's pleasant appearance? The system with which she proceeds about her work? Her adaptability to take orders from several sources; her ability to keep a serene temper no matter how contradictory those orders are, or how cantankerous the employer is; her gift of divided attention—answering the telephone in the midst of a letter—taking an extra letter while halfway through another piece of work? Is it not, too, her sense of responsibility for the work of the office as a whole? And is not another element of her success her care for details—the correction of her own errors, the checking up on others—her attention to the items of office procedure that make or mar a business?

Yet, how very few of all these success characteristics, on the surface, seem to have any connection with the processes of learning to operate machines! I wonder!

Two Thought-Provoking Surveys

Two recent studies have come to my desk that appear to me to be well worth careful study by all educators interested in formulating a reorganization of educational philosophies that shall combine the social values with individual promotion values. Since the studies are in the nature of surveys, they are not in any way conclusive, merely indicative. These two business studies are issued by the Bureau of Business Research of the School of Business Administration, University of Michigan. Two women collaborated in the research, Dr. Margaret Elliott and Dr. Grace Manson.

The first is called "Earnings of Women in Business and Professions." The second study is titled "Occupational Interests and Personality Requirements of Women in Business and the Professions." The two women presented a very formidable questionnaire to the members of the National Federation of Business and Professional Women's Clubs. Knowing ones prophesied that if they got a response of five hundred answers to so exhaustive a questionnaire they would indeed be fortunate. Fourteen thousand women responded. The study on Occupational Interests and Personality Requirements has a

(Continued on page 155)

Program for the National Commercial Teachers' Federation

The Stevens, Chicago, Illinois, December 27, 28, and 29, 1932

General Theme—"Business Education in a Period of Business Readjustment"

Tuesday Afternoon and Evening

REGISTRATION	THIRD FLOOR CORRIDOR	2 TO 5 O'CLOCK
TRIP Through the Century of Progress World's Fair Grounds—Compliments of the Federation		3 TO 5 O'CLOCK
FEDERATION RECEPTION	NORTH BALL ROOM	8 TO 12 O'CLOCK
Informal Reception in charge of Mr. and Mrs. Henry J. Holm Dancing and Cards (Prizes)		

Wednesday Morning

REGISTRATION	THIRD FLOOR CORRIDOR	8:30 TO 4 O'CLOCK
FEDERATION MEETING	NORTH BALL ROOM	9:30 O'CLOCK
Community Singing led by <i>George E. McClellan</i> , President, Littleford-Nelson School, Cincinnati, Ohio		
Address of Welcome by Representative of the Chicago Association of Commerce		
Response by <i>J. Murray Hill</i> , Bowling Green Business University, Bowling Green, Kentucky		
President's Address by <i>E. H. Norman</i> , President, Baltimore Business College, Baltimore, Maryland		
Address by <i>Dr. Preston Bradley</i> , Pastor, People's Church of Chicago		
Announcements		
FEDERATION LUNCHEON	GRAND BALL ROOM	12 TO 1:15 O'CLOCK
<i>Chairman, Bruce F. Gates, President, Gates College, Waterloo, Iowa</i>		
Introduction of Past Presidents		
Address: Commercial Education in a Changing World		

Wednesday Afternoon

PUBLIC SCHOOLS DEPARTMENT	NORTH BALL ROOM	1:30 TO 3 O'CLOCK
<i>Chairman, Imogene Pilcher, Head of Commercial Department, Lincoln High School, Cleveland, Ohio</i>		
What the Business Executive Expects from Commercial Teachers, by <i>Rupert P. SoRelle</i> , Vice President, The Gregg Publishing Company, New York, New York		
What the State Supervisor Expects from Commercial Teachers, by <i>Irma Deane Fowler</i> , Commercial Supervisor, State Department of Education, Austin, Texas		
What the High School Principal Expects from Commercial Teachers, by <i>Edward J. McNamara</i> , Principal, High School of Commerce, New York, New York		
What the Director of Commercial Department Expects from Commercial Teachers, by <i>L. M. Hazen</i> , Director of Commercial Department, Shaw High School, East Cleveland, Ohio		
PRIVATE SCHOOLS DEPARTMENT	NORTH ASSEMBLY ROOM	1:30 TO 3 O'CLOCK
<i>Chairman, Mary M. Gallagher, The Gallagher School, Kankakee, Illinois</i>		
The Value of Contact with the Business, Professional, and Civic Life of a City, by <i>Eldon E. Baker</i> , President, Baker Business University, Flint, Michigan		
Discussion		
Closer Contact Between Teachers, School Managers, and Employers in Order to Adapt Courses and Help Students to Meet Conditions in a Period of Business Readjustment, by <i>Mrs. Anne Shelley</i> , Head of the Office Training Department, Dyke School of Commerce, Cleveland, Ohio		
Discussion		
SHORTHAND AND TYPING ROUND TABLE	NORTH BALL ROOM	3:30 TO 5 O'CLOCK
<i>Chairman, Eleanor Skimin, Northern High School, Detroit, Michigan</i>		
Guidance of Students in Shorthand and Typewriting, by <i>Minnie A. Vavra</i> , Vocational Counselor, Cleveland High School, St. Louis, Missouri		
Intensive Senior-Year Secretarial Course, by <i>Marjorie Callahan</i> , Woodward High School, Cincinnati, Ohio		
Post-Graduate Secretarial Course, by <i>W. S. Barnhart</i> , Director of Commercial Department, Emmerich Manual Training High School, Indianapolis, Indiana		
Discussion led by <i>J. O. Malott</i> , Specialist in Commercial Education, U. S. Office of Education, Washington, D. C.		
BUSINESS ROUND TABLE	NORTH ASSEMBLY ROOM	3:30 TO 5 O'CLOCK
<i>Chairman, R. J. Burton, Wausau High School, Wausau, Wisconsin</i>		
Economic Basis of Commercial Education, by <i>Dr. H. G. Shields</i> , Assistant Dean, School of Business, University of Chicago, Chicago, Illinois		
Recent Trends in Commercial Education, by <i>P. A. Carlson</i> , Director of Commercial Education, State Teachers College, Whitewater, Wisconsin		
COLLEGE INSTRUCTORS' ROUND TABLE	ROOM 2	3:30 TO 5 O'CLOCK
<i>Chairman, Arthur Williams, Illinois State Normal University, Normal, Illinois</i>		
What Business Expects of Collegiate Business Education, by <i>J. O. McKinsey</i> , Professor of Accounting, School of Business, The University of Chicago, Chicago, Illinois		

Educating the Public About Business Education, by *E. G. Blackstone*, Director, Commercial Teacher Training Division, State University of Iowa
 Discussion: Problems in Business Education—(1) College Entrance Requirements, (2) The Status of Shorthand and Typewriting, (3) The Improvement of College Teaching

PENMANSHIP ROUND TABLE ROOM 5 3:30 TO 5 O'CLOCK

Chairman, John S. Griffith, Englewood Business College, Chicago, Illinois

A Logical Progression of Teaching the Letters of the Alphabet, by *Hermann Voigt*, Melrose Park, Illinois

A Nationwide Survey on Recent Trends in Penmanship, by *G. C. Greene*, Wilmington, Delaware
 Discussion

Thursday Morning

REGISTRATION THIRD FLOOR CORRIDOR 8:30 TO 4 O'CLOCK

FEDERATION MEETING NORTH BALL ROOM 9:30 O'CLOCK

Community Singing led by *George E. McClellan*, President, Littleford-Nelson School, Cincinnati, Ohio
 Address, The Cultural Value of Business Education, by *Dr. Horace J. Bridges*, Leader of the Chicago Ethical Society

Business

Election of Officers

Thursday Afternoon

PUBLIC SCHOOLS DEPARTMENT NORTH BALL ROOM 1:30 TO 3 O'CLOCK

Chairman, Imogene L. Pilcher, Head of Commercial Department, Lincoln High School, Cleveland, Ohio

Russia and Business Readjustment, by *Gordon F. Cadisch*, Director, School of Business Administration, The State College of Washington, Pullman, Washington

Readjustments in Commercial Education on Senior High School Level, by *Regina E. Groves*, Teacher Trainer, State Board of Vocational Education, Madison, Wisconsin

Symposium—Discussion of Public Schools Department Addresses of Wednesday and Thursday, by *J. O. Malott*, Specialist in Commercial Education, U. S. Office of Education, Washington, D. C.

Distribution of Copies of Abstracts of Public Schools Department Addresses

Election of Officers

PRIVATE SCHOOLS DEPARTMENT NORTH ASSEMBLY ROOM 1:30 TO 3 O'CLOCK

Chairman, Mary M. Gallagher, The Gallagher School, Kankakee, Illinois

What Can We Do to Educate the Public to Regard Private Schools as Educational Institutions and not Position Manufactories, by *Jay W. Miller*, Director of Courses, Goldey College, Wilmington, Delaware

Discussion

How Can the Private Business School Best Meet the Placement Competition with High Schools and Colleges? by *C. J. Harvey*, Principal, Brown's Business College, Peoria, Illinois

Discussion

Election of Officers

SHORTHAND AND TYPING ROUND TABLE NORTH BALL ROOM 3:30 TO 5 O'CLOCK

Chairman, Eleanor Skimin, Northern High School, Detroit, Michigan

Problems in Typewriting, by *Mrs. Ethel H. Wood*, The State College of Washington, Pullman, Washington

Round Table Discussion on Skills in Shorthand (a) Writing, by *Mrs. Florence Golding*, Proviso High School, Maywood, Illinois, (b) Reading, by *Katherine Munkhoff*, Grant High School, Cedar Rapids, Iowa, (c) Transcribing, by *Dora Pitts*, Western High School, Detroit, Michigan

Distribution of Copies of Abstracts of Shorthand and Typewriting Round Table Addresses

Election of Officers

BUSINESS ROUND TABLE NORTH ASSEMBLY ROOM 3:30 TO 5 O'CLOCK

Chairman, R. J. Burton, Wausau High School, Wausau, Wisconsin

Junior Business Education, by *Lloyd L. Jones*, Former Assistant Commissioner, Board of Education, Cleveland, Ohio

What is Expected of the Commercial Teacher in Extra-Curricular Activities, by *Miss Ray Abrams*, Principal, Samuel J. Peters High School of Commerce, New Orleans, Louisiana

Election of Officers

COLLEGE INSTRUCTORS' ROUND TABLE ROOM 2 3:30 TO 5 O'CLOCK

Chairman, D. D. Lessenberry, The University of Pittsburgh, Pittsburgh, Pennsylvania

The Business Teacher and Economic Readjustment, by *H. G. Shields*, Assistant Dean, The School of Business, The University of Chicago, Chicago, Illinois

Discussion: Problems in Commercial Teacher Training (a) Office Machinery as a Training Problem, (b) Practice Teaching versus Observation of Teaching, (c) Methods Courses, (d) Entrance Requirements Based upon Aptitude Tests, High School Records, and College Placement Tests, (e) The Training of Surplus Commercial Teachers

Election of Officers

PENMANSHIP ROUND TABLE ROOM 5 3:30 TO 5 O'CLOCK

Chairman, John S. Griffith, Englewood Business College, Chicago, Illinois

The Balanced Handwriting Program, by *C. P. Gard*, New York, New York

Discussion

Election of Officers

Thursday Evening

FEDERATION BANQUET GRAND BALL ROOM 6:30 O'CLOCK

Toastmaster, Paul Moser, Chairman, Local Committee


Entertainment Address Awarding of 100 Per Cent Certificates by *Bruce F. Gates*

Distribution of Exhibitors' and Federation's Prizes, by *Paul Moser*, Chairman, Local Committee

Inauguration of Officers

Adjournment

Dancing



SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

A NEW joy pervades the home of Dr. and Mrs. John Robert Gregg these days, for there is a little daughter in the family now, born on November 10. All of our readers, we know, join us in congratulating the happy parents.

And no less proud than they is the baby's grandfather, Dr. David Kinley, former president of the University of Illinois. The little lady has been named Kate Kinley Gregg, after Mrs. Gregg's mother.

WE have just learned that Rude's Business College of Carthage, Missouri, in existence since 1908, will be known in the future as the School of Business, Ozark Junior College. It is now quartered in the building of the Ozark Junior College and is to cooperate with that institute through commercial training.

Mr. Rude is to be congratulated on this expansion. Our best wishes for continued success!

FROM Virginia comes the news of the consolidation of two well-known business colleges owned by Mr. E. L. Layfield into one larger and better institution. The Smithdeal Business College, established in 1867, and the Massey Business College, established in 1897, are now known as the Smithdeal-Massey Business College, with Mr. Layfield as president and Mr. V. E. Jernigan as vice-president and manager.

MISS MARGARET T. WONG LEONG, holder of a B.A. degree from the University of Hawaii, recently completed her pedagogical training at Phillips Commercial School of Honolulu and enjoys the distinction of being the first young woman of Chinese ancestry to become a certified teacher of Gregg Shorthand. (You will find her name listed among those on page 168 of this issue.)

Miss Leong's tests in her Gregg Teachers' Examination went through the Pacific Coast and Orient Office of the Gregg Publishing Company and we are informed by Mrs. Raymond, the manager of that office, that she qualified *cum laude*.

We extend to Miss Leong a hearty wel-

come into the commercial teaching profession. We feel sure that she may be counted on to make a valuable contribution to the pedagogic advancement of commercial subjects.

MISS KATHERINE SKARINSKI, of the Girard (Pennsylvania) High School, is planning to have her shorthand class issue a newspaper in shorthand and wishes to find out how many other schools are doing this. Those teachers who are carrying on this type of student activity will confer a favor on Miss Skarinski by sending her copies of their shorthand publications.

AN extensive list of sources of commercial and trade promotion films suitable for classroom use has just been issued by the Motion Picture Division of the Bureau of Foreign and Domestic Commerce, Department of Commerce, in a 17-page pamphlet known as the "Composite List of Nontheatrical Film Sources," which gives the names and addresses of 524 concerns which have such films for distribution.

This pamphlet is suggested as an authentic list of film sources to be used by those who may be interested in securing films for non-theatrical exhibition.

A brief code is given listing the conditions under which each individual concern releases its films. As an example, it is indicated as to whether the films are available free of charge or otherwise, whether they are silent or sound, 16 or 35 millimeters in size, and whether they are printed on inflammable or non-inflammable stock.

Copies of the pamphlet may be secured for 10 cents each (stamps not acceptable) from the Motion Picture Division, Bureau of Foreign and Domestic Commerce, Washington, D. C., or from the Bureau's District Offices.

NOW to go back again to personal items, requests for changes of address on our mailing lists bring us three bits of news that we have not yet passed on to you—(1) Miss Ilene Poling, the commercial teacher at Froid (Montana) High School, was married last

summer. But as Mrs. Ilene P. Scott she is no less enthusiastic a worker in the O.G.A. (2) Mr. C. W. Rhoades, who for several years was one of the staff at Centenary College, Shreveport, Louisiana, has now opened his own school at Stuttgart, Arkansas, the Stuttgart Shorthand School. (3) There is a new school also at 21 Main Street, Champaign, Illinois—Barry-Castle School of Business Training. Miss Nelle Barry was with the Illinois Commercial College until she opened her own school this fall. Associated with her, as business manager, is Mr. R. D. Castle, and they have cleverly symbolized their names on the letterhead of the school by a baronial pile showing above a black wall on which a B-C is lettered, the whole worked out in a very effective pyramid monogram.

PPRIVATE business schools belonging to the National Association of Accredited Commercial Schools will hold an important meeting in Chicago at the Stevens Hotel, beginning December 27, at 9 o'clock and lasting until the Federation Reception starts at 8 p. m. The day will be devoted to the discussion of managerial problems—which for two years have been many and complicated.

Methods of promoting the interests of business education will be discussed and analyzed, curriculum building for the future will receive attention, and special emphasis will be placed upon the strengthening of the private business school the country over, during the next decade. Monday the Board of Governors will be in

session the entire day and members who desire to do so may "sit in." The annual Association banquet will be held Tuesday evening at six o'clock and during the meeting of the Federation there will be various breakfast and luncheon conferences on matters of Association interest.

OREGON teachers will be holding their state convention during Christmas week (December 28, 29, 30), and despite the fact that the National Federation will be in session in Chicago at the same time, Chairman H. T. Vance, of the Commerce Division, tells us that they expect between 150 and 200 commercial teachers at the Portland meeting. They are looking for every one of the state's commercial teachers who is not going to Chicago! Going to be there, aren't you?

While Mr. Vance is in charge of the Commercial Section meetings, he has deputized Mrs. F. E. Raymond, of the San Francisco office of the Gregg Publishing Company, and Mr. W. C. Hyatt, of the South - Western Publishing Company, to direct the section meetings Thursday and Friday. A formal Commerce Dinner has been planned for six o'clock Thursday evening, at one of the leading Portland hotels, and the program planned for the afternoon sessions promises very worthwhile professional

fare. Mr. Vance will be glad to send you complete details if they have not already reached you. His address is Oregon State College, Corvallis, where, as most of you know, he heads the Department of Secretarial Training.



Your Convenience Is Our Pleasure

NOT all teachers know about the convenient arrangements we have made for handling payment of GREGG WRITER credentials examination fees.

The examination fee on all credentials tests is ten cents for each test. Remittances can be sent by check or other suitable form with each lot of papers; or prepaid credentials stamps can be ordered at ten cents each in whatever quantities you desire. One of these stamps should then be attached to each individual paper when submitted, and no other remittance is necessary. Some teachers find it convenient to arrange for the purchase of a supply of these stamps through the purchasing department of

their school board. A substantial quantity of stamps is ordered and financial details for the season are settled in one transaction.

Many teachers who utilize the full Credentials Service are taking advantage of the new combination subscription rate under which we supply the magazine and the Credentials Service for one fee of \$1.50 for each student. Under this plan teachers are supplied with a set of stamps covering the examination fee on the full twelve standard tests. These stamps are to be attached to the test papers when submitted and no other remittance is necessary.

Special circulars explaining the Credentials work in detail are available for the asking.

Motivation in Shorthand

By Vernal H. Carmichael, M.A.

Assistant Professor of Commerce, Ball State Teachers College, Muncie, Indiana

[Abstract of an address given at the twelfth annual conference of Indiana Commercial Teachers at Ball State, February 20, 1932, reprinted by permission from "The Ball State Commerce Journal."]

WHERE there is no interest there is no attention, and where there is no attention there is no learning. The converse of this statement must be true that where there is maximum interest there is maximum attention, and where there is maximum attention there is maximum learning. These facts are true in any learning situation, but they are never more true than they are in the case of the learning of a complex skill subject such as the subject of shorthand.

With a Purpose in View Pupils Work Willingly

One of the problems, then, that immediately confronts the teacher of shorthand is that of finding ways and means of getting and holding the interest of all the pupils at a maximum pitch all the time in order that maximum learning may take place.

Interest is not opposed to effort. On the contrary, genuine interest is usually accompanied by strenuous effort. The teacher who constantly strives to make his subject easy will in the end destroy a vital interest in that subject. The pupils in the shorthand classes need to learn early that they must expend real and earnest effort if they hope to acquire usable and marketable skills in the time generally allotted for this course. Pupils are not averse to work if there is a definite purpose or motive back of what they are doing in the classroom. It at once becomes the duty of the teacher to give his pupils a reason for doing the things that he asks them to do.

Let Them Learn to Do by Doing

The philosophy that one learns to do by doing should be constantly followed in the teaching of shorthand. The experiences of the schoolroom must not be far different from those which the pupils are going to meet when they enter the business office. An analysis of the duties which the stenographer must perform indicates that there are at least three major skills which she should acquire in the schoolroom before taking her first position. These three major skills are:

1. The writing in shorthand of material taken from dictation.

2. The reading of shorthand notes which have been taken from dictation.

3. The transcription of shorthand notes upon the typewriter.

According to the philosophy that pupils learn by doing, it becomes the problem of the teacher from the beginning to set up situations in which the pupils are given opportunities to write shorthand from dictation, to read shorthand notes, and to transcribe shorthand notes upon the typewriter. It should be made clear to the pupils that they learn to do by doing in order that they may understand the purpose of your giving to them so much dictation, reading, and transcription exercises. If they understand, they will attack the preparation of their lessons in a far more intelligent manner and intelligent practice makes perfect.

The ultimate end for each pupil is to become accomplished in these major skills to the point that she can take notes accurately and fast enough to meet the maximum need of the stenographer in the field into which she is going, to be able to read her notes at approximately her normal reading rate, and to transcribe these notes at a speed approximating her speed on longhand copy work. In fact, she must be able to take her notes in such a manner that she will be able to turn out, in a limited time, a transcript that is not only technically accurate but also neat in arrangement and correct in form. Along with these skills the teacher will have to teach definite knowledges, attitudes, and ideals in order to insure a transcript that is free from misspelled words, correctly punctuated, and properly written from the standpoint of good English usage.

Lend Atmosphere to Learning

A great step has been made towards the success of a teacher's program when a good atmosphere has been created within which his pupils are to work while in his classroom. This atmosphere will be built around the interest and effort put forth by the teacher. A teacher can well afford to spend a great deal of extra time in a special effort to build an atmosphere of industry and good will within his shorthand class.

I will attempt to tell you how we try to

build this atmosphere in our shorthand classes through purposeful motivation of the students' learning. Of course, we recite only four times a week for a term of twelve weeks.

Our Program

During the first two terms while studying shorthand theory, our students have in their hands the Gregg Shorthand Manual, Gregg Speed Studies, and Graded Readings. We cover the first seven chapters of the Manual during the first term, and the last five chapters during the first ten weeks of the second term. The material is presented after this manner. Three days are given to the study of a chapter in the Manual, which is composed of three units. Each day the students are asked to hand in drill sheets composed of practice in writing the shorthand words in the unit, the corresponding drills in the Speed Studies, and, part of the time, the Reading and Dictation practice in the Manual. They are also asked to hand in a typewritten transcription of the Reading and Dictation Practice in the Manual. These drill sheets are not handed back, but are checked off on a record sheet. The students are told that the material is not to be handed back. A strict record is kept and no late work is accepted. A student scarcely ever fails to hand in his practice sheet, since it is made plain to him that these drill sheets must come in.

Each day the pupils are to be ready to take a short vocabulary test of ten words. This test is given for the purpose of getting the students to prepare their vocabulary, and to guide in remedial study work. The score on this test is the number of words written correctly.

In the third unit of the chapter the pupils are asked to prepare the Writing Practice in the Manual and these sentences are then written on the board the next time, either individually by the pupils and corrected by the teacher, or written on the board by the teacher as one of the students dictates, while the rest of the students correct their notes. Special attention is given to the study of brief forms from the very first. All Reading and Dictation Practices are read in concert during the assignment before the pupils are asked to transcribe them. Some time is spent each day in dictating and reading back of sentences and paragraphs made up of material from the unit under study.

The Fourth Day's Work

Following the three days spent on the study of a chapter in the Manual, one day is given to the Reading and Dictation Practice and

the Writing Practice in the corresponding chapter in Speed Studies. The Reading and Dictation Practice is read in concert in class before it is assigned. The class transcribes the greater part of it on the typewriter during their outside preparation period. They are asked to arrange a part of it according to current practice. The Writing Practice is handled in a manner similar to that of the Writing Practice in the Manual.

The Fifth Day's Work

For the fifth day, the class is asked to prepare the chapter in the Graded Readings that corresponds to the chapter that has just been studied in the Manual until they can read it at as nearly their reading rate as possible. Most of this reading is done individually. A student generally reads a paragraph. If he hesitates very long, a classmate is asked to read. A variation of this method is used whereby a student is allowed to read as much as he can read in one-half minute and then the next student takes up where the former left off. We have adopted a motto in our classes for both reading and dictation that "he who hesitates is lost." Our methods classes have worked out some very good posters which we place upon our bulletin boards for the purpose of driving this point home. Some of this reading may well be done in concert since it speeds up the reading rate, keeps all of the students busy, helps the slower students to read more meaningfully, and seems to be enjoyed by all.

The Sixth Day's Work

On the sixth day a 100-word vocabulary test is given. The pupil is given a carefully-arranged blank form on which he writes these words as they are dictated. Very often, the first column of 25 words may be a list of brief forms from a previous chapter. Two points are taken off for every word missed until fifteen are missed. After fifteen are missed, one point is taken off for other errors. One point is taken off for each word that is re-written. Since it does not take all of the period for the test, the rest of the time is spent in dictation and reading back of notes. Often, the class goes to the transcription room where they type back the notes following each take rather than read them back. Here, the students are told that one of the letters of their transcription for the day will be checked for errors, and the number of errors recorded against them. This type of check makes for accuracy in transcription.

From time to time the students are asked to make a copy of a page of well-written shorthand notes in their very best style of

PLANS FOR CONTESTS IN SHORTHAND III

A number of contests will be held during the remaining part of this term. The class will be divided so that there will be three members on each team. There are twelve students in this class from which four teams will be made. The teams will be named Accuracy, Speed, Concentration, and Durability. Below are the names of the members of the teams:

Accuracy
Virginia Rapp
Ida Lampton
Blanche Crawford

Speed
Pauline Ingalls
Hazel Eberhardt
Ethel Davidson

Concentration
Florence Day
Evelyn Fisher
Frances Kinsley

Durability
Dorothy Partner
Sarah Hupp
Naomi Hobbs

The papers will be graded according to the rules used in the state contests. Individual and team honors will be determined and winners announced. Points will be awarded as follows:

<i>Team Honors</i>		<i>Individual Honors</i>	
First Place	9 Points	First Place	3 Points
Second Place	6 Points	Second Place	2 Points
Third Place	3 Points	Third Place	1 Point

YEA TEAMS—LET'S GO

CONCENTRATION WINS SHORTHAND CONTEST
DURABILITY WINS SECOND PLACE AND SPEED WINS THIRD PLACE

Florence Day, *Champion*
Dorothy Partner, *Second*; Pauline Ingalls, *Third*
Below are the Tabulated Results

TEAMS

<i>Concentration</i>		<i>Durability</i>		<i>Speed</i>		<i>Accuracy</i>	
Day	100.0	Partner	99.6	Ingalls	99.2	Rapp	98.8
Fisher	97.6	Hupp	97.6	Eberhardt	98.4	Lampton	96.4
Kinsley	97.2	Hobbs	95.2	Davidson	94.0	Crawford	95.6
Total	294.8		292.4		291.6		290.8
Average	98.3		97.5		97.2		96.9
Points	9		6		3		0

INDIVIDUALS

<i>Student</i>	<i>Errors</i>	<i>Per Cent</i>	<i>Transcription Speed</i>
Florence Day	0	100.0—3 points	45
Dorothy Partner	1	99.6—2 points	46
Pauline Ingalls	2	99.2—1 point	36
Virginia Rapp	3	98.8	40
Hazel Eberhardt	4	98.4	27
Evelyn Fisher	6	97.6	27
Sarah Hupp	6	97.6	27
Frances Kinsley	7	97.2	22
Ida Lampton	9	96.4	23
Blanche Crawford	11	95.6	16
Naomi Hobbs	12	95.2	28
Ethel Davidson	15	94.0	11

TOTAL POINTS MADE BY EACH TEAM

<i>Team</i>	<i>Team Average</i>	<i>Individual</i>	<i>Total</i>
Concentration	9	3	12
Durability	6	2	8
Speed	3	1	4
Accuracy	0	0	0

THANK YOU—WINNERS

Samples of Announcements Posted on the Bulletin Board

A TESTING PROGRAM WITH DEFINITE STANDARDS IN SHORTHAND TRANSCRIPTION

Semester	Period	Dictation Speed	Number of Letters Dictated	Required Number of Letters with Accuracy of 95%				Required Transcription Speed			
				D	C	B	A	D	C	B	A
2nd	1st 6 weeks	50	12	3	6	9	12	6	8	10	12
	2nd 6 weeks	60	16	4	8	12	16	7	10	13	16
	3rd 6 weeks	70	20	5	10	15	20	8	12	16	20
3rd	1st 6 weeks	70	16	4	8	12	16	8	12	16	20
	2nd 6 weeks	80	20	5	10	15	20	9	14	19	24
	3rd 6 weeks	90	24	6	12	18	24	10	16	22	28
4th	1st 6 weeks	100	20	5	10	15	20	11	18	25	32
	2nd 6 weeks	105	24	6	12	18	24	12	20	28	36
	3rd 6 weeks	110	28	7	14	21	28	13	22	31	40

EXPLANATION

1. Tests are given at the end of each six-weeks' period.
2. Tests should be completed in four days, dividing the number of letters to be dictated equally between each one of the four days.
3. Each letter should be of such length that it will take approximately one minute to dictate it, and the difficulty of the material should increase as the course progresses.
4. The transcription should be timed and the rate figured on the net words of all letters transcribed in getting transcription speed.

5. Pupil will be given credit for "Required Number of Letters" on only the letters having an accuracy of 95% or more. (No erasing should be permitted during transcription.)

6. A modification of No. 4 would be to give credit on only mailable or accurate letters. (Erasing should be permitted to the same extent that it is permitted in a first-grade office.)

7. This type of program adds variety to the transcription program which in turn creates additional interest.

writing. They are instructed to make long characters long, short characters short, large circles large, small characters small, hook-vowels narrow and deep, straight lines straight, curved characters curved in the correct manner, proper joining of vowels to consonants and constant use of frequent phases. They are urged to execute their notes freely and quickly, to use a light stroke of the pen, to give proper slant to all characters, and to finish words and phrases with a vanishing stroke. In fact, they are asked to do everything that they can do to add artistic merit to their page of notes. These notes are placed in the hands of a committee of five members of the class who judge their merits according to the presence or absence of the qualities outlined above, and the ten best copies are attractively displayed upon the bulletin board.

The students are told that they are to be prepared to take a vocabulary test on brief forms without notice. Systematic review of word signs is consistently carried on with as varied a program as possible. Much dictation and transcription of material composed of word signs is given.

Each chapter in the Manual is carried on in a manner similar to that which has just been described. Of course, the third and fourth terms deal more directly with dicta-

tion, reading, and transcription, with frequent reviews of theory wherever need is felt for it.

Weekly Contests

To vary the program for the purpose of adding interest to it and to insure better results, our classes are organized into teams during the second, third, and fourth terms, and weekly contests are conducted according to the plan that has been used in the state contest, except that more rigid rules for checking results are used. The rule of "everything that is not right is wrong" is the one that we follow. A three-minute dictation is used and students are timed on their transcription. The dictation rate is increased as the students progress with their work. Volunteer students make up the record of the results of each test, which record is posted upon the bulletin board.

Two sheets that are posted are illustrated on page 131—above is the one showing the method of organization; below is one showing the results of one week's contest.

Students will generally do what you want them to do if you will make yourself clear in your demands of them. We do our best to let our people know in advance what is ex-

(Continued on page 168)

The Spectre in the Storm

By Florence E. Ulrich

Editor, "The Gregg Writer" Art and Credentials Department, New York, N. Y.

DURING the period of economic stress and storm under which most of us have suffered, teachers throughout the country have been called upon to eliminate from the textbook list any supplemental material not considered absolutely indispensable to the pupils' best interest and progress. Even in communities where the disturbance in economic life has not been so severely felt they had this problem to consider, if for no other reason than that "it seemed perfectly obvious that some measure of economy was expected, if not absolutely necessary." With true professional loyalty and sympathetic understanding of the difficulties many of their students faced in buying even the basic texts, these teachers came gallantly to their assistance, easing the burden of expense in many ways and by many means.

We have every reason to be proud of this mobilized effort on the part of our teachers in carrying on so effectively and well under these trying conditions. We should be less professional in spirit than they if we, who are as intensely interested in the welfare of our boys and girls, unwittingly added the slightest expense not truly warranted by the results or the ultimate progress and professional career of the students. This, indeed, has been a time for friendly coöperation and loyalty to those who bore the brunt of a great social and economic upheaval.

The day is at hand, however, when this storm that has been rocking our land will be only another epoch in our history, and as we look back upon it we may see the vision of that struggle—and, in retrospect, the things we did and those we failed to do.

The Haunted Road

In the emotional response that generally follows any fervent appeal, some of us are at times inclined "to lose our heads," or, in more academic language, to be swayed beyond the point where reason governs our actions. And at such times there is a tendency, perhaps, for some of us to go too far in the opposite direction from that which in the past has merited our approval as essential to our success. This has been true in the teaching profession; and today teachers are finding that it is true. Heeding the clam-

orous cry for "economy," some of them went a little too far in slashing the cost of materials, and deprived the students of some of the equipment they needed to bring to a successful conclusion the effort spent in the course. Sad spectres these, and ones of which even we were afraid!

A Wrong Turn

This was no time for extravagance, but neither could we serve the best interests of our students and those who sent them to us for instruction and guidance by depriving them of material which helped them to do their best work. They spent their time—and is not time valuable, indeed, more precious than any other consideration during one's years of study? Parents who could afford to send their boys and girls into the Commercial Department of our schools did not do so to save money but to save time; which, interpreted, meant equipping their boys and girls for some remunerative professional occupation in the quickest way possible. That was economy. To them going to school reflected wise spending. They expected to have to pay for it. Educational accomplishment and fitness for professional and remunerative activity in life were the real objects sought, and naturally are the first consideration and concern of those responsible for the training of their children.

Costly Saving

We are compelled to reflect upon these things by the letters that are coming to our desk every day from good teacher-friends who, victims of the prevalent hysteria called "economy," were made to feel, even against their better judgment, that they were helping their pupils by cutting costs and, in so doing, failed to provide sufficient incentive and motivation in the course.

"My class seemed absolutely 'dead' last year—the first time I ever experienced anything of the kind. There was no especial interest and no enthusiasm. I tried to jog them out of their indifference, but it was like pushing a 1918 Ford upgrade! Never in my ten years of experience in teaching have I felt so discouraged as I did last year. At first I

thought it was the pupils, but then my reason told me they were no different from the classes of other years. Then I thought my teaching must be at fault; and yet I did it as well or better, I thought, than in other years except, of course, that I did not have the same materials with which to work. Indeed, I worked *much* harder trying to supply the enthusiasm that I felt was needed and which I was helpless to get.

"All summer I worried about those classes of students and I have come to just one conclusion: This year, economy or no economy, I am going to order for my pupils the materials I think they need in their course and the things I have been in the habit of having, *and that list will have at the top of it a subscription to THE GREGG WRITER for every student in my class.* We didn't have it last year, and that thinned the lifeblood of my teaching and *their* study. Moreover, I have found that most of the students can and do bring their money to me without question when they know that they shall need the magazine in their work. If they do not bring it all at one time, as a few of them could not, I have told them they can bring it to me each month and I will pay for the subscription for them. I would rather do that than be haunted by the spectres of failing students next year as I was this year; and no teacher can succeed so well without this motivation in her classes no matter how good she may be. I am convinced of that now!"

Our Own Reaction

We endeavored to forearm our teachers last year by forewarning those whom we knew were going to try to do without the magazine, but we realized, too, that the lesson is best learned sometimes through experience. We did not want to put our arguments too strongly. At the same time, knowing how many thousands of teachers depend upon the service of THE GREGG WRITER and, too, *that the limit placed upon our service to teachers and students is determined solely by the support given us in student-subscriptions, we could not help feeling a little apprehensive. We did not want to curtail this service—indeed, plans were made to enlarge it!* The question was whether or not we should be able to hold on until those teachers who had strayed away during the pandemonium of economy slashes, many of which were warranted because of severe financial straits, could find a way to return.

An Increased Service!

We have won, and today we are prepared to serve our teachers in as complete a service as has ever been offered for incorporation in

the teaching program! We feel the need as keenly as they of giving "full value and a great deal more for money received." We have done it—in a more helpful and more beautiful magazine, in a complete series of tests for measuring and certificates for marking students' progress in shorthand and type-writing. Never in the history of shorthand has there been offered to teachers anything nearly so comprehensive and so certain of superior teaching results. In addition to these we have added to the attractiveness of the service, and "clinched" the students' interest in the rounded program built up for their progress by giving to them at the outset an especially-made two-tone Achievement Record Album to hold the certificates they can win and, upon the completion of this Record Album, a handsome diploma—an Honorary Certificate of proficiency.

With an incomparable plan like that to follow, and a program so rounded out and complete in the comprehensive and intensive work that it calls for, is it any wonder that teachers who have used the magazine year after year and have seen the results that can be had by its use cannot endure the haunting spectre of failures that sometimes result in classes not privileged to have this additional help?

Wise Spending Is True Economy

Safeguard the economic interests of your pupils—we urge you to do that as long as need remains for it, and even when prosperity is lolling contentedly on your doorstep, in order that our young men and women may know how to cope with such a crisis as this in later life—but do not, I beg of you, deprive them of the motivation for success by taking away the incentive for the additional voluntary and enthusiastic study and interest inherent in a mere dollar subscription to THE GREGG WRITER!

Banish the Ghosts!

Remember *your* spectres are *ours*, too, and we do not want to be haunted by the ghosts of failure in giving service in the retreating storm!

* * *

"CARRYING ON!"—What courage sustained under seemingly insuperable difficulties these two small words bespoke fourteen years ago. They meant then to keep going, breast forward, teeth gritted, with the light of an ideal in one's eyes. The same spirit will win today. Let's Carry On!

CONVENTIONS

County, City, and District Superintendents' Convention and Annual Conference of Rural Supervisors

October 10-12, 1932

Fairmont Hotel, San Francisco

Reported by Frances Effinger Raymond and Elizabeth S. Adams

THE theme of this meeting, called by Vierling Kersey, State Superintendent of Public Instruction, was Social Demands of Contemporary Life. The discussions dealt with City Schools and Favorable Community Attitudes; Reconstruction of the Program to Meet Social Demands; and the Future of Public Education. Space does not permit detailed quotations here, but we are summarizing briefly the remarks of the leading speakers:

BENJAMIN MACOMBER, Editor, *San Francisco Chronicle*—In the dangerous situation ahead the schools need really superior contact experts to educate the public and use the newspapers for discussion of all sides of any controversy. When Boards of Education are inclined to keep proceedings secret it indicates that the Board had better be investigated. The Board that is always in the open meets an attack more effectively than the Board that uses "star chamber" methods. It is necessary to get the newspaper's point of view. The greatest mistake is to give the newspaper what you think it ought to print. Tell the newspaper what it wants to know whenever you can. If it is in confidence it will not be printed.

ELLWOOD CUBBERLEY, Dean, School of Education, Stanford University—New problems of the next twenty-five years are much more serious than those of the last thirty-five years, due to the industrial revolution that throws the highly specialized worker out of a job with no hope of another for him. The world faces a surplus of production with nobody able to buy the surplus; due to the revolution in hygiene which has decreased the death rate among the poor in particular, bringing up the longevity of the least intellectual class, and, through clinics, to the physically unfit. Due to the increased population and the postponement of the time when a job may be obtained, the school population has increased. The public needs education on the possibilities of preventing the unfit to be born through sterilization of the unfit, else we face a time, not very far off, when we shall find an overwhelming majority of morons or near morons in control of our country.

F. W. HART, Professor of Education, University of California (the most discussed talk of the meeting, a stirring and fearless challenge) Social studies to-

day must be revamped if their purpose is the growth of social understanding. If students are to be trained to appreciate and have a critical attitude, based on understanding of social situations, there must be a willingness to face facts as they are, a doing away with the pap and sugar-coated presentation of social thought. It requires bravery to permit discussion or investigation by our students of local property evaluations, local administration, the spending of public money. Dare we give such training in our high schools?

CURTIS E. WARREN, Superintendent of Burbank City Schools—In working out contacts with the public, bravery is not enough. There is a public's point of view and it behooves the superintendent to meet objections or criticism in such a way as to educate the public without antagonizing it—"We must be smart as well as brave."

L. E. CHENOWETH, Superintendent of Bakersfield City Schools—Use the relationships between the home and school to full advantage so as to establish better understanding of common problems.

VIERLING KERSEY ended his address on the Educational Demands of Contemporary Life with the keynote of warning that our purpose in life must be "doing well, not getting much."

LYMAN BRYSON, Executive Director of California Association for Adult Education—Spiritual consequences of this great crisis, "the present mess in which we are," are much more serious than the economic losses we have faced. The loss of a sense of human respectability in the individual who may not work and must live on the community, the loss of morale, are the serious consequences we must face and try to meet by better programs in our adult education. Make our public schools true forums by permitting free discussion under wise leaders. Improve the social sciences by facing facts. If we can give courses on sound investment and get rid of the greed spirit, the get-rich-quick attitude, it will help. The business man is showing up as a poor sport. Three years ago he was jeering at the cowardice of the teacher who preferred a small, safe salary—now he is trying to take away that small salary because his own glorious career of adventure has gone on the rocks.

WALTER L. BACHRODT, Superintendent of San Jose—If the business man has shown lack of good sportsmanship it is up to the teachers to show that we

are good sports and can take our cuts without grouching.

J. A. SEXSON, Superintendent of Pasadena—Conferences and studies of problems by a joint committee of the dissatisfied public and the schools have resulted in better adjustment, changes in procedure, and finer understanding of all issues involved—have been good for both groups.

IRA C. LANDIS, Superintendent of Riverside—We must be sensitive to community needs if we are to serve them wisely.

C. RAY HOLBROOK, Superintendent of Santa Cruz—Correct feeling, correct thinking are necessary. Public must be made to understand that the public schools belong to the people, not to the educators; then we shall come through the present crisis wiser, saner, stronger than ever before.

FRANK A. BOUELLE, Superintendent of Los Angeles City System—When ordered to cut the school budget 25 per cent, or \$9,000,000, the Board of Education asked eight committees of teachers, self-appointed, to make surveys of different features of the school situation and offer constructive economy suggestions in accordance with the formulated policy of the Board of Education: (1) The unit cost of education must be reduced, (2) The educational standards must be maintained, (3) There must be no shortening of the school year, (4) No reduction of sal-

aries except as a last resort. The result was a drastic cutting of overlapping functions in different departments (400 supervisors eliminated and sent back to the schoolroom), economies in supplies, better use of schoolroom teacher's time, elimination of many extra-curricular activities, supervision changed from horizontal to vertical responsibility—resulting in much stronger functioning of responsibilities and reduction of forces.

Many, many other fine talks emphasized the points made from differing personal angles. To the suggestion that the hard-headed business man insists on installing a business man to run the finances of the school, with the implication that a mere superintendent is an educator and cannot be expected to know finances, the query was made, "In the light of the mess of the last two years what guarantee have we that this hard-headed business man knows any more about finances than we do—or as much?"

Snappy, fearless, intelligent discussion of causes and cures of the "present crisis" for three days and nights proved conclusively that the future of education in California is in the hands of a group of able experts.

The Eastern Commercial Teachers' Association Invites You To Join

ACCOMPANYING Secretary Good's letter sent recently to all the E. C. T. A. members is an invitation that will be of interest to any of our readers not already affiliated with that thriving association:

"When a teacher is urged to join the Eastern Commercial Teachers Association, unless he knows something of the work which the association has accomplished, the first question that comes to his mind is 'What shall I receive for my \$2 dues?' This is a fair question and is entitled to an answer.

1. The Eastern Commercial Teachers' Association is crystallizing the thought, setting the standards, and formulating the principles of commercial education in its series of yearbooks, which no progressive teacher of commercial subjects can afford to be without. These publications have come to be the accepted authority in commercial work, as they contain the well-considered thought of leading educators of the country, such as Professor Dewey, Professor Kilpatrick, Professor Douglass, Professor Klapper, Superintendent Broome, and many others. As a member, you are entitled to the current yearbook without further charge.

2. Your membership will associate you with the leaders in commercial education, for the E. C. T. A. has enrolled amongst its members state supervisors, principals of high schools and private business schools, and most of the leading teachers of commercial subjects. It is distinctly worth while to have an association with such teachers, as it keeps one informed of developments that are taking place in the field.

3. Your membership enables the commercial teach-

er to have a large, aggressive organization guarding the interests of commercial education.

4. Your \$2 will help to support an association that for the last thirty-three years has done much to aid in the development of commercial education. It has arranged conventions attended by hundreds of teachers from different states in the eastern part of the United States and furnished an opportunity to exchange experiences. It has united these teachers, to learn their experiences in educational work for the benefit of commercial education. An association with a long record of such service deserves the support of every commercial teacher.

5. The payment of your dues in this association is evidence of professional spirit and zeal. It will give you the opportunity to extend your acquaintances among other teachers and through their experiences to improve your methods by receiving suggestions in the conventions.

6. Your \$2 entitles you to a copy of the proceedings of the convention, so that if you cannot spare the time to attend you will still reap the benefits of the suggestions that are made.

"For these reasons it is felt that every progressive teacher owes it to himself to become a member of the Eastern Commercial Teachers Association."

Inquiries for additional information regarding membership in the association, the yearbooks that have been published, and plans for the coming convention may be addressed to Mr. H. I. Good, Hutchinson High School, Buffalo; your membership fee to the treasurer, Mr. Arnold M. Lloyd, 1200 Walnut Street, Philadelphia.

Digests of State Teachers' Meetings

CALIFORNIA BUSINESS EDUCATION ASSOCIATION, Central Section, Bakersfield, California, October 22, 1932.

Speakers:

Dana G. Bing, Vice President, First National Bank, Bakersfield—BANKING AND NATIONAL ECONOMICS.

New Officers:

PRESIDENT: *Leonard Sims*, Union High School, Selma
SECRETARY-TREASURER: *Margaret Todd*, Technical High School, Fresno

PACIFIC NORTHWEST PRIVATE SCHOOL ASSOCIATION, Seattle, Washington, June 25, 1932.

Speakers:

R. J. Fletcher, Centralia Business College, Centralia—TUITION RATES; discussion led by *W. R. Bartmess*, Grays Harbor Business College, Aberdeen. *A. A. Peterson*, Wilson Modern Business College, Seattle—THE POST GRADUATE; discussion led by *W. E. Dietz*, Dietz Business College, Olympia. *Perry E. Dye*, Northwestern Business College, Spokane—SOLICITATION; discussion led by *G. O. Rolstad*, Beutel Business College, Tacoma. *Charles F. Walker*, Northwestern School of Commerce, Portland, Oregon—ADVERTISING; discussion led by *Mrs. W. M. Knapp*, Knapp's Modern Business College, Tacoma. *J. T. Griffin*, Griffin-Murphy Business College, Seattle—THE NIGHT SCHOOL; discussion led by *A. E. Roberts*, Eugene Business College, Eugene, Oregon. *C. E. Campbell*, Metropolitan Business College, Seattle—HOW WE TEACH SPELLING; discussion led by *E. C. Campbell*, Walla Walla Business College, Walla Walla. *P. D. Rooney*, Seattle Secretarial School, Seattle—HOW WE TEACH BUSINESS ENGLISH AND CORRESPONDENCE; discussion led by *H. S. Hill*, Longview Business College, Longview. *James Beatty*, Sprott-Shaw Schools, Victoria, B. C., Canada—THE BUSINESS COLLEGE OF THE FUTURE.

New Officers:

PRESIDENT: *A. A. Peterson*, Manager, Wilson Modern Business College, Seattle

SECRETARY: *Mrs. C. W. Rogers*, Manager, Rogers Business School, Everett

Place and Date of Next Meeting: Wenatchee, Washington; June, 1933.

SOUTHERN CALIFORNIA COMMERCIAL TEACHERS' ASSOCIATION, San Diego, California, October 29, 1932.

Round Table Discussions:

BOOKKEEPING—*T. A. Walton* (Chairman), High School, San Diego; *A. E. Bullock*, Director of Commercial Education, Los Angeles; *Mrs. Elsie Schneider*, Sweetwater Union High School, National City. **SHORTHAND AND TYPEWRITING**—*K. D. Christianson* (Chairman), High School, Point Loma; *Georgia*

Amsden, State Teachers College, San Diego; *Margaret Sullivan*, High School, San Diego. **SALESMANSHIP**—*G. D. Judy* (Chairman), High School, Grossmont; *Frank Watenpugh*, High School, San Diego; *Elvie Dickson*, High School of Commerce, San Francisco. **JUNIOR BUSINESS TRAINING**—*Pearl Stoker* (Chairman), Woodrow Wilson Junior High School, San Diego; *P. E. Killion*, Junior High School, National City; *Edna Wooster*, High School, San Diego.

New Officers:

PRESIDENT: *L. O. Culp*, Union High School, Fullerton
FIRST VICE PRESIDENT: *W. L. Peterson*, High School, San Diego
SECOND VICE PRESIDENT: *Margaret Keefe*, University High School, Los Angeles
TREASURER: *E. W. McClun*, Polytechnic High School, Long Beach

Indiana

INDIANA STATE TEACHERS' ASSOCIATION, Indianapolis, Indiana, October 20, 1932.

Speakers:

D. D. Lessenberry, University of Pittsburgh, Pittsburgh, Pennsylvania — PROBLEMS IN THE TEACHING OF TYPEWRITING; *W. S. Barnhart*, Emerich Manual Training School, Indianapolis—THE TEACHING OF OPENING ENTRIES TO HIGH SCHOOL PUPILS; *J. C. Hargett*, Arsenal Technical High School, Indianapolis—THE TEACHING OF ADJUSTING ENTRIES TO HIGH SCHOOL PUPILS; *Helen Pugh*, High School, Terre Haute—THE TEACHING OF CLOSING ENTRIES TO HIGH SCHOOL PUPILS; *Lawrence Thompson*, High School, Edinburg—discussion of Miss Pugh's paper; *Judge Will M. Sparks*, United States Circuit Court of Appeals, Chicago, Illinois—THE COMMERCIAL TEACHER AND HIS JOB; *Goldena M. Fisher*, Gregg College, Chicago, Illinois—VITAL CONSIDERATIONS IN DEVELOPING TRANSCRIPTION EFFICIENCY.

New Officers:

PRESIDENT: *Trella Wood*, Shortridge High School, Indianapolis
VICE PRESIDENT: *Chester J. Elson*, Central Normal College, Danville
SECRETARY-TREASURER: *Mrs. Jennie Rhuel*, High School, Madison

NORTHERN INDIANA TEACHERS' ASSOCIATION, Commercial Section, Fort Wayne, Indiana, October 21, 1932.

Speakers:

Eldon D. Johnson, Principal, Union Township Public Schools, Huntington—MOTIVES FOR STUDYING BOOKKEEPING; *W. W. Lewis*, Head of Theory Department, Gregg College, Chicago, Illinois—SOME NEW PHASES OF TEACHING SHORTHAND AND TYPEWRITING.

New Officers:

PRESIDENT: *L. A. Johnson*, Head of Commercial Department, Central High School, Fort Wayne

ASSISTING COMMITTEE: *Laura D. Gjeller*, High School, Wolcottville; *Mrs. Signard Anderson*, High School, Decatur

Maryland

MARYLAND STATE TEACHERS' ASSOCIATION, Commercial Section, Baltimore City College, Baltimore, Maryland, October 21, 1932.

Speaker:

John O. Malott, Specialist in Commercial Education, Bureau of Education, Department of the Interior, Washington, D. C.—*MEDIOCRITIES IN COMMERCIAL EDUCATION*.

New Officers:

PRESIDENT: *Harvey Jones*, Baltimore City College, Baltimore
SECRETARY-TREASURER: *Mollie F. Saffell*, Franklin High School, Reisterstown

Michigan

MICHIGAN EDUCATION ASSOCIATION, District No. 1, Detroit, Michigan, October 28, 1932.

Speakers:

Audley M. Grossman, Western High School, Detroit—*AN INNOVATION IN ARITHMETIC*; *Charles T. Wingar*, Director of Personnel, Chrysler Corporation, Detroit—*SOME ADVANTAGES OF COMMERCIAL TRAINING IN A MACHINE AGE*.

New Officers:

PRESIDENT: *Hugh Tarrant*, Roosevelt High School, Wyandotte
SECRETARY: *Vera Crovisier*, Northern High School, Detroit

Minnesota

MINNESOTA EDUCATION ASSOCIATION, Commercial Section, St. Paul, Minnesota, October 28, 1932.

Speakers:

Charles G. Reigner, H. M. Rowe Publishing Company, Baltimore, Maryland—*CORRELATED OBJECTIVES IN COMMERCIAL EDUCATION*; *Lloyd L. Jones*, The Gregg Publishing Company, Chicago, Illinois—*FACT BACKGROUND FOR THE COMMERCIAL CURRICULUM*; *Fernal H. Carmichael*, Assistant Professor, Ball State Teachers College, Muncie, Indiana—*METHODS OF MOTIVATION IN TYPEWRITING*; *Elfrida M. Swenson*, Correspondence Supervisor, Northwestern National Life Insurance Company, Minneapolis—*POINTS OF COOPERATION BETWEEN BUSINESS AND SCHOOLS IN TRAINING OFFICE WORKERS*.

New Officers:

PRESIDENT: *Margaret Marshall*, High School, Winona

VICE PRESIDENT: *Edward Westman*, North High School, Minneapolis

SECRETARY-TREASURER: *Vera Strickler*, Mechanical Arts High School, St. Paul

New York

NEW YORK STATE TEACHERS' ASSOCIATION, Eastern Zone, Albany, New York, October 20-21, 1932.

Speakers:

George M. York, Professor of Commerce, New York State College for Teachers, Albany—*ARE WE EDUCATING FOR BUSINESS*; *Roy S. Smith*, Executive Manager, Port of Albany Dedication, Albany—*THE PORT OF ALBANY—ITS RELATION TO THE TRANSPORTATION OF NEW YORK STATE AND THE NATION AT LARGE*.

New Officers:

PRESIDENT: *Arnost Sukovaty*, Albany High School, Albany
SECRETARY: *Susan Van Anken*, Albany High School, Albany

NEW YORK STATE TEACHERS' ASSOCIATION, Commercial Section, Buffalo, New York, November 5, 1932.

Speakers:

W. C. Wallace, George Washington High School, New York City—*TEACHING VALUATION OF RESERVE ACCOUNTS IN ADVANCED BOOKKEEPING*; *William L. Einolf*, School of Business, University of Pennsylvania, Philadelphia — *JUNIOR BUSINESS TRAINING*; *Clinton A. Reed*, Supervisor of Commercial Education, State Department of Education, Albany—*NEW DEVELOPMENTS IN COMMERCIAL EDUCATION*.

New Officers:

PRESIDENT: *Richard Ford*, High School Lackawanna
VICE PRESIDENT: *Doris Williams*, High School, Batavia
SECRETARY: *Louis Rosetti*, High School, Silver Creek

NEW YORK STATE TEACHERS' ASSOCIATION, Southern Section, Elmira, New York, October 7, 1932.

Speakers:

Louis A. Leslie, The Gregg Publishing Company, New York City—*COMMON SENSE IN TEACHING SHORTHAND*; *Prof. George R. Tilford*, Syracuse University, Syracuse—*STATE CONTESTS*; *Harold H. Smith*, The Gregg Publishing Company, New York City—*TYPEWRITING ROUND TABLE*.

New Officers:

PRESIDENT: *Frank Mosher*, High School, Ithaca

NEW YORK STATE TEACHERS' ASSOCIATION, Northern District, Potsdam, New York, October 6 and 7, 1932.

Speakers:

Clinton A. Reed, Supervisor of Commercial Education, State Department of Education, Albany—*NEW DEVELOPMENTS IN BUSINESS EDUCATION*; *Henry J. Boer*, Assistant Manager, New York Office, The

(Continued on page 149)

Echoes from the International Congress at London, England

(Continued from the November issue)

Excerpts from Second Plenary Sessions Topic

METHODS OF IMPARTING A KNOWLEDGE OF MERCHANDISE TO STUDENTS

PROF. DR. O. GUYER (Zurich, Switzerland)—In the main, two groups of students may be distinguished in Commercial Schools: there are salesmen and saleswomen, on the one hand, and office staff on the other. The real concern of the *salesman* is Market Knowledge of the properties of goods. He needs to have a thorough knowledge of all those points relating to the goods which he must talk over daily with his customers. On the other hand, he need have no very thorough understanding of the methods of manufacture of the articles he is selling.

Instruction in Commodities at commercial schools should afford such a salesman assistance in two directions. In the first place, the course should provide *ad hoc* technical data on the particular group of goods he is engaged in selling at the time, and, in the second place, he should be guided in such a manner that he would be able later to acquire similar necessary data in any other group of commodities by his own efforts.

The training of the office staff must follow other lines. Many businesses are so arranged that the beginners may pass from one department to another, Warehouse, Shipping, Salesroom, and Accounting Department.

Many improvements in the industrial arts and many successful inventions have been made simply through the stimulus which the inventors have experienced from activities in some other industry.

A real intimacy with modern methods of manufacture, combined with the capacity to think on technical lines, has smoothed the way for many a young man, even when he has had to change his line of work.

To teach commodities satisfactorily, the teacher must have a mode of thought based on the natural sciences, maintain uninterrupted contact with modern industrial developments, and possess a thorough insight into the whole of modern economic life.

DR. OLAF JONASSON (Stockholm, Sweden)—Instruction in knowledge of merchandise ought (1) to afford the student an eco-

nomie and commercial knowledge of merchandise on as wide a basis as possible, and (2) render the subject of as great practical utility as possible for the student in his coming activities.

General knowledge of merchandise deals with commodities by trades and from more general points of view, great weight being laid, as is of course natural, on the trade of Sweden.

Points of contact are established with *economic geography* and *applied economics*. Thereby a collective knowledge is gained of one trade or a considerable group of commodities. Since modern industrial and commercial life is specialized in first by trades, and by countries only in the second place, *knowledge of trades* ought to take precedence over *knowledge of countries* in presenting the subject to the student.

Special knowledge of merchandise has as its object to give the student a *detailed knowledge* of the most outstanding characteristics and qualities of certain important commodities, imitations that may be met with, fundamental features of certain technical industries, etc.

The value of the instruction from a *world point of view*, from the *home country's point of view*, for the *district* where the school is, and for the *branch* which the pupil already knows while he is at school that he will go in for in his future career, should always be kept in sight.

S. J. DULY, M. A. (Head of the Department for the Scientific Study of Commercial Products, City of London College)—According to

what principle can you commence to present the picture of the vast array of merchandise to your students so that it is not formed by the cataloguing of countless unrelated facts as you might find them in an encyclopædia, but so that it is an organized picture, a systematic body of knowledge drawn up upon some reasonable framework?

Unless you can assume that your students are grounded in general science, including an outline of organic chemistry and struc-

These digests started last month and will continue through the April issue. The addresses on the first topic in both Plenary and Group sessions were covered in November. The complete names and addresses of the various speakers will be supplied on request.

—Editor

tural botany at the least, I believe the search for a guiding principle according to which a curriculum which covers merchandise in general can be drawn up is destined to fail. The nature and uses, not to mention the customs of the trade, in commodities, are so amazingly diversified that no orderly plan outside that of the encyclopædia can be found to cover the ground.

Even if you succeeded in laboriously collecting an adequate museum of samples, it is surely to no purpose to go over a description, even drawing on scientific data, of the thousands of materials that come to the various markets. Is it, for instance, worth while giving *ad hoc* data relating to frozen meat, silk, high-speed steel, canned goods, cereals, and so on, to students whose subsequent life work may very well never touch on any of these except as possible consumers of very small quantities?

I fail to perceive the lines on which any useful course which aims at describing a wide and diversified range of materials would run. The only theoretical background to a study of material is the natural sciences, and unless these are mastered, the applications that arise from their knowledge cannot be employed.

Moreover, very few men require a knowledge of the properties of many kinds of goods.

A general course, describing the problems which importers face in buying and selling merchandise, holding it, insuring it, and bringing it overseas, is readily drafted for students with no knowledge of science—a course in which the problems of the importing markets are dealt with directly, and in which illustrations taken from commercial practice are fully introduced, and samples of goods handled to make the illustrations telling.

It will be realized that such a course as this hardly makes any demand on the student's possible earlier training in science.

and yet it may be made to bring out certain useful conceptions of the methods of the sciences. As for the technique of teaching in this particular course, it is the direct one of inviting the class to imagine itself engaged as a buyer or as a seller or an underwriter in a particular set of circumstances, and arguing out the issue that presents itself.

Our most encouraging experiments in the teaching of commodities have been with young men who are engaged during the day with city firms importing or distributing merchandise, and who come to us in the evenings. Such firms almost invariably specialize in the marketing of one commodity, or at any rate a small allied group of commodities, and this fact defines the field we aim at covering.

In drafting the curriculum, we have considered not only the commodity in its technical bearing as a study in applied science, but we provide the student with a survey of the marketing methods and customs of his particular business, and a course in the economic geography of its production. In fact, each grouped course has arisen from a consideration of the practical requirements of the young people in each respective trade—the grain trade, the timber trade, the sugar trade, tea trade, wholesale textile trade, rubber trade, and so on—and has developed from a short course on the commodity, partly by trial and partly by consultation through advisory committees with representatives of the trades.

In establishing the courses we have been able to enlist the coöperation of the leaders of certain branches of business, notably in the timber trade, the grain trade, and the sugar trade, and partly by their advice on committee, and by their readiness to take a hand themselves by coming to the College and giving lectures on fresh aspects of their business, we have been able to construct courses which provide a general training for young men in the trade going right beyond the consideration of the actual commodity.

Excerpts from Second Group Sessions Topic

TRAINING FOR OFFICE WORK

M. R. TH. BERNET (Zurich, Switzerland)
—All teaching at commercial schools is a preparation for commercial work. Yet there is one subject upon which this preparation is most particularly incumbent—the training office.

What teaching in the laboratory means for chemistry and the study of mercantile wares, the training office is for the teaching of commerce. The pupil must be brought to apply the knowledge acquired in commercial theory and make use of it logically to grasp the es-

sential parts of business transactions, to reflect critically on commercial operations, to become his own teacher and stand on his own feet.

The most important kinds of training offices are: 1. The *undivided* training office. The commercial transaction of one firm comprising the various parts of office work; the transaction is worked out completely by every pupil, regarding correspondence, calculation, and bookkeeping. 2. The training office *with divided functions*. A transaction of one firm

is worked out as above, but every pupil carries out a special part. 3. The *group-order individual* training office. The several pupils or groups of two to four pupils form different firms in various places and are in mutual correspondence.

A. DE FROE—There are some, both educators and business men, who say that it is *not necessary* to teach commercial correspondence.

Teach, so they say, mathematics, logic, literature, languages, and so on; give them, in other words, a liberal education, and they will have acquired all the mental equipment you can procure to fit them for their duties as a correspondent. This mistaken notion, which used to be pretty generally cherished, was shattered by scientific psychology, which demonstrated (what in actual practice must have been evident all through) that there is no such thing as "transfer of training"; that training in mathematics does not guarantee clear and logical thinking on all occasions in every other branch of knowledge.

I think we must needs come to the conclusion that at a commercial school commercial correspondence should be taught, and that it is incumbent on us to try and rehabilitate this subject.

A "good" business letter is an organism, because it is *one whole*. Its unifying principle is its purpose; and all the different parts of which it consists contribute to its realization, while no items that are foreign to this aim occur in it. Like every organism it has a definite structure.

J. R. TILL (*Inspector for Commercial Education to the London County Council*)—Temperament and the attitude of mind towards routine duties are important factors in success. Experience shows that it is not always the young person of good education who has the infinite patience and perseverance and the passion for accuracy and tidiness which are essential for office work. Neither is it always the well-educated candidate who reacts rapidly to outside stimuli, or who is capable of readily acquiring the various skills required of office workers. There-

fore, it would seem to be undesirable to place quite as much reliance as formerly upon previous educational attainment, unless it is made perfectly clear by tests, observation, or other means, that candidates for office employment and for training are naturally equipped, at least in some degree, with those qualities which are essential in those who, for some time, must perform routine duties, obey orders, or make use of mechanical skill.

The office arts are today taught, in the main, by two classes of people: (1) Those who have practiced the office arts, but have had no training in teaching, (2) those who, being trained teachers, have acquired one or more of the office arts, but have no practical office experience.

The desirability of uniting, in the teacher, good teaching ability and adequate office experience is evident. How the union can be effected is not so evident. It is another of those problems which educationists and business men might jointly solve.

PROF. FRANZ HAAS (*Usti, C.S.R.*)—I look upon the making and cultivating of more intimate relations with commercial circles as one of the most important conditions for the successful development of commercial education. Above all, chambers of commerce and trade and industrial and economic associations must collaborate and take an active part in the realization of this idea.

Commerce should assist the professional school in the practical education of the rising generations of business men and women, in particular by providing the material that is absolutely necessary for teaching purposes, by making it possible for students to visit commercial undertakings, or by admitting students to them for holiday practice.

On the other hand, instructors of commercial subjects should be mindful of keeping in touch with commercial practice by taking part in economic gatherings, lectures, and discussions, and by collaborating by means of lectures, articles in economic and trade reviews and journals, and by professional activity in commercial associations, thereby promoting mutual understanding.

SUPERVISION OF SECONDARY COMMERCIAL EDUCATION IN THE UNITED STATES

IMOGENE L. PILCHER (*Director of Commercial Department, Lincoln High School, Cleveland, Ohio*)—Considered under its five main points, the problems of supervision in this country can be summarized as follows:

Value of and Need for Supervision—Supervision in any school system should pay for itself through a decrease in costs due to im-

proved results based upon careful planning. The keynote of strong supervision is coöperation and coördination. Directing and coördinating elements are secured through centralized control.

Present Trends in Commercial Supervision—During the past few years many teachers' associations, business men, and educational administrators have sponsored programs urg-

ing state and city supervision. Supervisors have done much to elevate the status of commercial education by finding out the needs of business men in their particular localities and constructing curricula to meet such needs. In some of the larger cities, the teachers have a threefold opportunity of receiving supervisory aid — the city supervisor, the principal of the high school, and the director of the commercial department.

Available Tools for Use in Supervision—

(a) Occupational Surveys are being used to determine the content of the commercial curriculum and for educational and vocational guidance of students. Situations have been set up that definitely aid in the development of character traits found essential to success and promotion in specific business occupations. (b) Tests are administered for the purpose of classifying students, diagnosing weaknesses, and maintaining standards of performance. Control involves preplanning, definite methods, setting of standards, and checking of results. Tests are probably the most effective instruments of control available for the use of the supervisor. (c) Placement of students in business positions should be an integral part of commercial education. A program that is completed when the student leaves the school world and enters into the business world has failed to recognize its greatest opportunity for service. If a business department is to succeed and justify its existence, school standards must coincide with business standards. (d) Teachers'

meetings and conferences are of informational and inspirational value to both teachers and supervisors. It is desirable to have a general theme for all such meetings and to issue proceedings in published form. (e) Departmental bulletins prepared in loose-leaf form and issued periodically fix authority and responsibility, saving time for teachers and supervisors.

*Principles of Supervision—*Basic principles of scientific business management form a sturdy foundation for the building of a supervisory program: (a) Plans definitely made; (b) Routines established; (c) Standards set up; (d) Standards maintained through careful check; (e) Authority delegated and individuals held responsible; (f) Functions determined and personnel selected to fit functions; (g) Decisions based upon facts after thorough investigation.

Supervision must be well organized and efficiently managed. Supervisor's policies should conform with general policies prepared by school administrators.

*Personal Qualifications of Commercial Supervisor—*No corps of teachers will be more effective than the leader. The supervisor should be expert in his field, capable of directing work and delegating authority, able to win cooperation of teachers and business men. Thorough training in commercial education, business experience, scientific trend of mind, executive ability, and pleasant personality are requisites for successful supervision.

An Unwise "Economy"

AN interview of a representative of the *United States Daily* with Dr. William J. Cooper, U. S. Commissioner of Education, and E. M. Foster, chief of the Division of Statistics of the Office of Education, brought out the following statistics:

The net textbooks sales of forty-four leading publishers dropped from \$32,683,206 for the year ending June 1, 1931, to \$27,197,129 for the year ending June 1, 1932. This is a decrease in the year's business of \$5,486,077, or 16.79 per cent.

Commissioner Cooper said that "school systems are storing up future trouble for themselves by refusing to replace dilapidated books when they should be replaced."

"At present," he continued, "textbooks and similar supplies amount to but 3 per cent of the average school budget. Administrators

who think they can introduce a saving by not purchasing as needs arise, but instead try to get along with ragged, torn, and sloppy books, will ultimately face a serious replacement bill involving very large expenditures."

Mr. Foster, commenting on the significance of the decrease in the number and value of textbooks sold, said:

"An adequate and up-to-date set of textbooks should be a part of the equipment of every school, whether the books are owned by the school board or by the pupils. Books are part of the tools with which the students learn. To let this equipment depreciate either in quality, condition, or amount is to postpone a cost to a future time which is justly chargeable to the current year. Every effort should be made to maintain a high standard of textbook equipment."

EDITORIAL COMMENT

ON SUNDRY TOPICS

Wanted: More Young Men Stenographers

THE editor of *The American Accountant*, Mr. Homer S. Pace, in an editorial in a recent number of that magazine, writes that a member of the Wellington, New Zealand, Chamber of Commerce "called down wrath upon himself by expressing the opinion that the employment of girls in offices should be considerably curtailed and their places taken by young men." Commenting on this, he says: "The editor very wisely declines to take part in the debate, on the ground that the employment of girls and women has become so universal and the conditions of life so altered, as far as girls are concerned, he considers that it would be folly to endeavor to revert to an order that can no longer be carried out. He does, however, express an opinion that we believe to be just as sound and applicable in the city of New York and throughout the United States as it is in New Zealand. It is as follows:

We do, however, hold a very strong view that youths entering offices should be encouraged to take up shorthand and typing, and should be given, as part of their training, a period of correspondence work. Such a course not only gives a youth an intimate knowledge of the operations and policy of the concern, but also brings him into constant touch with the principals and executives. He thus gains the benefit of their knowledge of management and policy methods and this must help to mould his own personality—he, in turn, also comes under notice, and is often marked for future advancement. Knowledge of shorthand will stand him in good stead later on, in whatever position he may occupy. There are many men occupying prominent positions today who owe much of their success to a period of correspondence work in their junior clerk days.

"Many young men in these days are overlooking the vocational value of shorthand training," Mr. Pace says in commenting on the foregoing quotation. "The general business conditions that have led to the advancement to high position of many men who learned to write shorthand twenty or twenty-five years ago have not changed. The competition, in fact, is less, because there is a relatively smaller number of young men who are competent to write shorthand than there was a

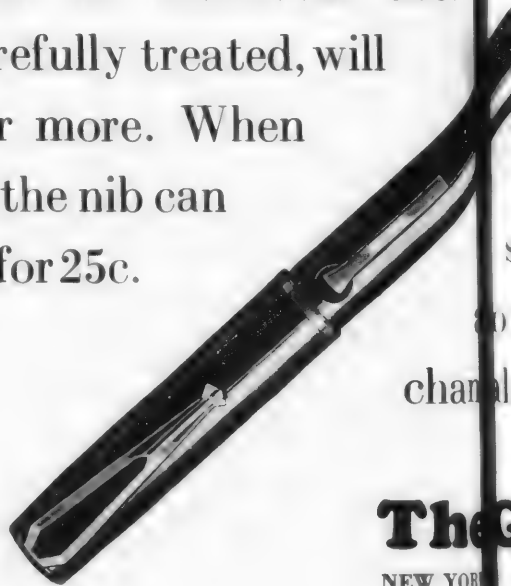
generation ago. The young man who is trained to be the personal assistant of a man of affairs has exceptional opportunities for advancement."

We have frequently written on this very subject of the value of shorthand training to young men entering business. In the first place, it gives immediate vocational opportunities; but, to our way of thinking, the vocational factor, important as it is initially, is only more or less incidental to the greater opportunity for future advancement that a stenographic position opens. To appreciate the possibilities one only has to analyze the situation briefly. Men who utilize the services of stenographers are usually of some importance in a business or an organization—executives, managers, heads of departments, or specialists in various branches of a business or an industry. Through years of experience they have accumulated a vast fund of information and knowledge in their particular field and related fields. They know their business, inside and out. Consequently, a young man coming in daily contact with men of this caliber, taking their dictation, studying their methods in the solution of the important business problems constantly requiring their attention, has an unlimited opportunity for *learning*, and for making himself invaluable by gradually assuming responsibility for the matters that he can handle.

One big advantage that such a position offers is that the stenographer has an opportunity to see the effect of judgment, decisions, policies in natural situations. It is like finding the answers in the back of the book, but with the exception that *not* all of them are correct! Every business man appreciates and recognizes intelligence, initiative, and resourcefulness on the part of his stenographer, and particularly the ability to grow. Given a good brain to start with, if he puts himself to the task earnestly, studies the business and its promotional opportunities, keeps an alert mind, and makes himself an "understudy" of the "boss," there is practically no limit to his

New Gregg Doherty

We recommend this new steel-pointed pen with
 out reservation as a thoroughly satisfactory
 writing instrument for classroom use.
 The steel nib, if carefully treated, will
 last for a year or more. When
 worn or damaged the nib can
 be replaced easily for 25c.



DURACROME
- CORROSION PROOF -
RE-NEW-POINT
PATENTED

25c



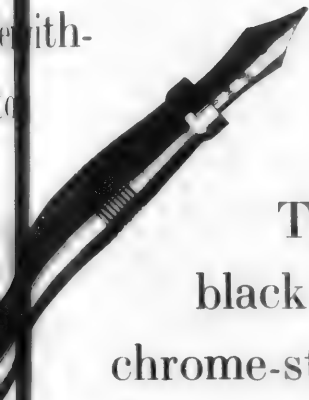
**PRICE TO
 TEACHERS**

90c
 NET

The
 NEW YORK

Gregg Dollar Fountain Pen

with-



This new pen is made of jet black pyroxalin, trimmed with chrome-steel. The nib is also chrome-steel, warranted not to corrode. It is guaranteed unconditionally to be mechanically perfect.

Gregg Publishing Company

CHICAGO BOSTON SAN FRANCISCO TORONTO LONDON SYDNEY

THE GREGG PUBLISHING COMPANY (nearest office):

Please send me with bill.....Gregg Dollar Fountain Pens at 90c. net.

NAME

SCHOOL

STREET

CITY

STATE

possibilities for advancement. Moreover, he can start much higher up in the business and has the advantage of worthwhile contacts.

We recently ran a series of interviews in THE GREGG WRITER about men who had reached outstanding positions in various fields of endeavor. It was interesting to note the variety in their careers. One, Howard W. Schotter, is assistant treasurer of the Pennsylvania Railroad and keeps \$35,000,000 in its cash box; another, Roy T. Davis, is minister to Panama; another, William J. Deegan, is vice president of the Postal Telegraph Company; another, W. Morgan Shuster, financial expert and head of the Century Company; another, William Loeb, administrative head of the American Smelting and Refining Company, which last year produced twenty-eight million dollars' worth of gold, to say nothing of 2,000,000 tons of other ores; another, George B. Cortelyou, who served three Presidents as stenographer and secretary, held three Cabinet positions, and is now president of the Consolidated Gas Company of New York; another, Walker D. Hines, now a leading lawyer in New York, who during the war was the supreme boss of some 400 railroads; another, Charles E. Murphy, a leading attorney in New York;

another, Leon Henderson, of the Russell Sage Foundation, who became a successful crusader against the modern Shylocks, "America's most brazen racketeers"; another, Peter B. Kyne, whom we all know as one of America's most famous story writers (who has not read the Cappy Ricks stories?); another, Irving Thalberg, vice president in charge of production of the Metro-Goldwyn-Mayer movies; another, T. George Lee, president of Armour & Company; another, the Governor of New Jersey, A. Harry Moore. But the list of notables who started as stenographers could be lengthened almost indefinitely. Almost without exception these men pay high tribute to the value of shorthand in their upward climb.

We are so impressed by the opportunities shorthand offers to young men that we urge teachers everywhere to advise them to enroll for a course in shorthand no matter whether they are planning on taking courses in bookkeeping, accountancy, economics, business administration, or what not. They must be urged, also, to make themselves competent in that field, or they will lose the opportunity that comes to everyone whose work stands above that of the average. It is the one sure way of attracting attention to themselves.

Obituary

JUST as we go to press we learn with deep sorrow that Mrs. Carrad, wife of Mr. H. L. Carrad, manager and director of the Gregg Publishing Company, London, has passed away. Mrs. Carrad was a lady of great personal charm and was beloved by all who had the privilege of knowing her. Her departure will be mourned by a large circle of friends. Our heartfelt sympathy goes to Mr. Carrad and the children in their great bereavement.

Leonard H. Campbell

LEONARD H. CAMPBELL, who for nearly forty years until his retirement in 1931 as principal of Commercial High School had devoted his life to public education in Providence, Rhode Island, died at his home on October 23. Mr. Campbell had been in declining health for several years and had taken a leave of absence in an effort to regain his health, before he resigned from the principalship of Commercial High School in August, 1931.

Mr. Campbell was one of the first and most active advocates of commercial education in the public schools of Providence. He was the

first and only principal of Commercial High School until the time of his retirement, but Mr. Campbell's educational interests extended far beyond his school and his home city. He was active in many professional organizations, among them the Eastern Commercial Teachers' Association, the Rhode Island Institute of Instruction, and the National and State Societies for the Promotion of Industrial Education.

The passing of Mr. Campbell, although not unexpected by his colleagues, is a blow to a host of his personal friends and professional acquaintances. By his death, business education has lost a worthy protagonist.

William D. Sears

WILLIAM D. SEARS, owner of the Spencer Business College, Jersey City, New Jersey, died October 1 of a heart attack. He was 51 years old. Born and educated in Florida, early in life he became associated with business college administration in the South and held an executive position in a business school in Jacksonville, Florida, until he left that city in 1910 to go to Jersey City.

(Continued on page 168)

A Three Months' Intensive Course in Typewriting for College Students

Prepared by Minnie A. Wendtland

Miss Brown's School of Business, Milwaukee, Wisconsin

Outline of Course

Four Forty-Minute Periods a Day

Basic Text

Gregg Typing--Techniques and Projects, College Course (SoRelle and Smith)

<i>Day</i>	<i>Assignments</i>	<i>Day</i>	<i>Assignments</i>
1	<i>Pages 1-9.</i> —Parts of machine, correct position, and correct stroking. Explanation and drill.	11	<i>Units 31-34.</i> —Be especially conscientious about Word and Sentence Group objectives. Set up all letters on standard 8½ x 11 paper, placement to be like a picture in a frame.
2	<i>Units 1-4.</i> —Swift finger-movement; shifting and capitalization; spacing after punctuation marks within sentence as well as at close.	12	<i>Units 35-37.</i> —Word and Sentence Group 5. Sustained Typing Selection 1.
3	<i>Units 5-7.</i> —Right margin and bell; centering; how to paragraph; and simple tabulated columnar projects. Review of inserting paper, straightening paper. Check-up on returning carriage, correct posture, and home position. All headings from now on to be typed.	13	<i>Units 38-40.</i> —Word and Sentence Group 8. Sustained Typing Selection 2. (See Procedures for Sustained Typing, page 173.)
4	<i>Units 8-10.</i> —Checking for errors; aim, to perfect technique.	14	<i>Units 41-44.</i> —Word and Sentence Groups 11-14. Letter Forms 9-12.
5	<i>Units 11-14.</i> —Frequent combinations. How to type fluently and skillfully—necessity for sustained effort.	15	<i>Units 45-47.</i> —Word and Sentence Groups 15-17. Sustained Typing Selection 3. Style Letters 13-14.
6	<i>Units 15-17.</i> —Easy business letter forms (including seven mechanical features). Time students on volume work.	16	<i>Units 48-50.</i> —Word and Sentence Groups 18-20. Sustained Typing Selection 4. Letters to be written according to style preference.
7	<i>Units 18-20.</i> —Tests on accuracy and fair fluency; then on faster fluency with fair accuracy; then on speed with accuracy and fluency.	17	<i>Units 51-54.</i> —Telegrams and other classes of service, pages 96-97. Word and Sentence Groups 21-24.
8	<i>Units 21-24.</i> —Standard five-stroke words. Rate to be calculated by students. Do not slight improvement practice between efforts.	18	<i>Units 55-57.</i> —Word and Sentence Groups 25-27. Sustained Typing Selection 5. Letters to be arranged according to individual judgment.
9	<i>Units 25-27.</i> —Accuracy first; steady fluency; lastly, speed. Emphasize necessity of forcing oneself to control all three at once.	19	<i>Units 58-60.</i> —Word and Sentence Groups 28-30. Sustained Typing Selection 6. Typing of handwritten drafts.
10	<i>Units 28-30.</i> —Type for accuracy first time; next time for speed; third time for accuracy again. Improve technique. Assign for study at home pages 61-89, inclusive, advanced letter forms. Students to be prepared to discuss them in class the following day. Review them many times to be sure of every point brought out, and get this firmly fixed in mind.	20	<i>Units 61-64.</i> —Word and Sentence Groups 31-34. Letters to be arranged according to own judgment. Teach hanging indention (inverted style of paragraphing); handwritten drafts to be typed in good form.
		21	<i>Units 65-68.</i> —Word and Sentence Groups 35-38. Sustained Typing Selection 7. Punctuating and paragraphing of rough, unarranged letters, as well as handwritten drafts.
		22	<i>Units 69-72.</i> —Word and Sentence Groups 39-42. Sustained Typing Selection

<i>Day</i>	<i>Assignments</i>	<i>Day</i>	<i>Assignments</i>
	tion 8. Assign for study pages 106-110, inclusive, on Manuscripts, Reports, and Literary Matter.	35	<i>Units 116-118.</i> —Word Groups 86-88. Sentence Groups 11-16. Warranty Deed, Will, and Specifications to be arranged and typed without erasures.
23	<i>Units 73-76.</i> —Word and Sentence Groups 43-46. Sustained Typing Selection 9. Illustrations to be copied as indicated in text.	36	<i>Units 119-121.</i> —Word Groups 89-91. Sentence Groups 17-22. Sustained Typing Selection 5. Specifications to be set up in good form. Assign for study Related Typing Projects; begin Railroad Project.
24	<i>Units 77-80.</i> —Word and Sentence Groups 47-50. Sustained Typing Selection 10. Projects to be set up in suggested forms given.	37	<i>Units 122-125.</i> —Word Groups 92-95. Sentence Groups 23-30. Sustained Typing Selection 6. Railroad Project forms to be filled out and letters to be set up in attractive style.
25	<i>Units 81-84.</i> —Word Groups 51-54. Sentence Groups 1-4. Projects exactly as indicated in text.	38	<i>Units 126-128.</i> —Word Groups 96-98. Sentence Groups 31-36. Banking Project. Instructions to be closely followed.
26	<i>Units 85-88.</i> —Word Groups 55-58. Sentence Groups 5-8. Sustained Typing Selection 11. Rough drafts and other projects to be set up according to instructions in text.	39	<i>Units 129-131.</i> —Word Groups 99-101. Sentence Groups 37-42. Sustained Typing Selection 7. Begin Real Estate and Insurance Project.
27	<i>Units 89-92.</i> —Word Groups 59-62. Sentence Groups 9-14. Sustained Typing Selection 12. Assign for study pages 120-123, inclusive, on Tables and Other Statistical Matter. Teach advanced tabulation.	40	<i>Units 132-135.</i> —Word Groups 102-105. Sentence Groups 43-50. Sustained Typing Selection 8. Finish Real Estate and Insurance Project.
28	<i>Units 93-96.</i> —Word Groups 63-66. Sentence Groups 15-20. Sustained Typing Selection 13. All advanced statistical matter to be arranged in perfect form.	41	<i>Units 136-138.</i> —Word Groups 106-108. Sentence Groups 1-6. Begin Manufacturing Project. Instructions to be followed precisely.
29	<i>Units 97-100.</i> —Word Groups 67-70. Sentence Groups 21-30. Sustained Typing Selection 1. All report forms to be ruled as indicated.	42	<i>Units 139-141.</i> —Word Groups 109-111. Sentence Groups 7-12. Sustained Typing Selection 9. Begin Department Store Project.
30	<i>Units 101-103.</i> —Word Groups 71-73. Sentence Groups 31-36. Account forms to be ruled as shown. All directions to be carefully read. Assign for study bill forms on pages 127-128. All figures to be carefully and accurately checked. Bills to be set up as shown in text.	43	<i>Units 142-145.</i> —Word Groups 112-115. Sentence Groups 13-20. Sustained Typing Selection 10. Finish Department Store Project.
31	<i>Units 104-106.</i> —Word Groups 74-76. Sentence Groups 37-42. Sustained Typing Selection 2. Bills to be set up in good form.	44	<i>Units 146-148.</i> —Word Groups 116-118. Sentence Groups 21-26. Begin Electrical Project.
32	<i>Units 107-109.</i> —Word Groups 77-79. Sentence Groups 43-48. Variable line spacer. Filling in of blank forms.	45	<i>Units 149-151.</i> —Word Groups 1-3. Sentence Groups 27-32. Sustained Typing Selection 11. Begin Automobile Project.
33	<i>Units 110-112.</i> —Word Groups 80-82. Sentence Groups 49-50 and 1-4. Sustained Typing Selection 3. Assign for study page 132, Legal and Business Documents. Projects to be set up as indicated in text.	46	<i>Units 152-154.</i> —Word Groups 4-6. Sentence Groups 33-38. Continue Automobile Project.
34	<i>Units 113-115.</i> —Word Groups 83-85. Sentence Groups 5-10. Sustained Typing Selection 4. Text instructions to be followed for arrangement.	47	<i>Units 155-157.</i> —Word Groups 7-9. Sentence Groups 39-44. Sustained Typing Selection 12. Begin Legal Project.
		48	<i>Units 158-160.</i> —Word Groups 10-12. Sentence Groups 45-50. Sustained Typing Selection 13. Finish Legal Project.
		49	<i>Advanced Statistical Matter</i> and <i>Advanced Tabulation Project</i> .

Day	Assignments	Day	Assignments
50	As many copies of form letters as possible—just the body of letter, complimentary closing, and firm name. Time volume work.	56	Project on special signs not on the typewriter; to be arranged artistically.
51	Personalize form letters; fold and insert in correctly addressed commercial and legal-sized envelopes.	57	Itemized Statement Project.
52	Survey and test on machine parts.	58	Special project on care of typewriter, machine parts, and changing of ribbons.
53	Dictation of two-page letter direct at the machine; same letter then to be written (without mechanical features) for form letter to be used as another project.	59	Project on Specifications; original and four carbon copies to be made.
54	Personalize two-page form letters; fold and insert in correctly addressed legal-sized envelopes.	(4)	Pages 171-172.—Set up alphabetical sentences.
55	Pages 168-171.—Project on arrangement of 1,000 common words.	61	Contract for Deed to Property. Original and two carbon copies to be prepared.
		62	Wills.—Each student to draw up a will, each to be different in content. Original and carbon copy.

[EDITOR'S NOTE: This course was prepared by Miss Wendland to correlate day by day with a Three Months' Intensive Course in Shorthand for College Students, prepared by Mrs. Eva L. Connelly, of the same school. Miss Connelly's course is printed in the 1932-1933 Private School Course of Study in Gregg Shorthand, which will be sent upon request by The Gregg Publishing Company.]

Digests of State Teachers' Meetings

(Continued from page 138)

Gregg Publishing Company—WHAT'S NEW IN SHORTHAND, TYPEWRITING, AND TRANSCRIPTION; Prof. George M. York, New York State College for Teachers, Albany—MODERN TRENDS IN BOOKKEEPING AND ECONOMIC GEOGRAPHY.

New Officers:

PRESIDENT: *Adelaide White*, High School, Saranac Lake

Date and Place of Next Meeting: October 5-6, 1933, Potsdam

NEW YORK STATE TEACHERS' ASSOCIATION, Central Western Zone, Rochester, New York, October 28-29, 1932.

Speakers:

Clinton A. Reed, Supervisor of Commercial Education, State Department of Education, Albany—WHAT IS NEW IN THE SECRETARIAL FIELD; *Clyde I. Blanchard*, Director of Research, The Gregg Publishing Company, New York City—BUILDING SHORTHAND SPEED; *James Morgan*, Vice Principal, Monroe High School, Rochester—WHERE TO PLACE EMPHASIS IN INTRODUCTION TO BUSINESS; *Ruth Carpenter*, State Employment Center, Rochester—THE EMPLOYMENT OFFICE OBSERVES DEMANDS FOR OFFICE WORKERS; *Laura MacGregor*, Research Adviser, Board of Education, Rochester—KEEPING UP WITH MODERN TRENDS IN BUSINESS WORLD.

New Officers:

PRESIDENT: *Herman Skully*, Madison High School, Rochester

VICE PRESIDENT: *Bernice Hopkins*, High School, Avon

SECRETARY: *Bernice Giege*, Monroe High School, Rochester

NEW YORK STATE TEACHERS' ASSOCIATION, Utica, New York, October 21, 1932.

Speakers:

W. C. Wallace, George Washington High School, New York City—PRINCIPLES AND PROBLEMS IN THE TEACHING OF BOOKKEEPING; *Louis A. Leslie*, Assistant Comptroller, The Gregg Publishing Company, New York City—COMMON SENSE IN THE TEACHING OF SHORTHAND; *Clinton A. Reed*, Supervisor of Commercial Education, State Department of Education, Albany—HELPFUL COMMENTS FROM THE STATE DEPARTMENT.

New Officers:

PRESIDENT: *John V. Meath*, Eastwood High School, Syracuse

SECRETARY: *Margaret Carroll*, Eastwood High School, Syracuse

North Carolina

NORTH CAROLINA EDUCATION ASSOCIATION, North Western District Meeting, Greensboro, North Carolina, October 21-22, 1932.

Speakers:

Dean D. D. Carroll, School of Commerce, University

of North Carolina, Chapel Hill—CHARACTER TRAINING IN COMMERCIAL EDUCATION; *Dr. B. Frank Kyker*, Woman's College of the University of North Carolina, Greensboro—informal talk.

New Officers:

CHAIRMAN: *Audrey Joyner*, High School, Greensboro
VICE CHAIRMAN: *Gertrude Smitherman*, North Junior High School, Winston-Salem
SECRETARY: *Ruth Ford*, R. J. Reynolds High School, Winston-Salem

North Dakota

NORTH DAKOTA EDUCATION ASSOCIATION, Commercial Section, Grand Forks, North Dakota, October 26-27, 1932.

Speakers:

Edith J. Veitch, High School, Grand Forks—THE SCHOOL GOES INTO BUSINESS; *Lloyd L. Jones*, The Gregg Publishing Company, Chicago, Illinois—BUILDING AND ENRICHING THE JUNIOR BUSINESS COURSE; *Alice M. Richardson*, University of North Dakota, Grand Forks—MERITS AND DEMERITS OF COMMERCIAL CONTESTS; *Leroy A. Cook*, Superintendent of Schools, Dickey—PROPOSED COURSE OF STUDY IN JUNIOR BUSINESS TRAINING FOR NORTH DAKOTA.

New Officers:

PRESIDENT: *Mable Hartje*, High School, Jamestown
SECRETARY-TREASURER: *Anne Monson*, High School, Grand Forks

Ohio

NORTHEASTERN OHIO TEACHERS' ASSOCIATION, Commercial Section, Cleveland, Ohio, October 28-29, 1932. *Chairman:* Paul Barkley, McKinley High School, Canton, Ohio.

Speakers:

Dr. Harley L. Lutz, Department of Economics, Princeton University, Princeton, New Jersey

West Virginia

WEST VIRGINIA STATE EDUCATION ASSOCIATION, Commercial Section, Huntington, West Virginia, October 28, 1932.

Speakers:

Henry J. Boer, Assistant Manager, New York Office, The Gregg Publishing Company—THE BUSINESS TEACHER'S GOAL IN THE RECONSTRUCTION ERA; *J. W. Baker*, Southwestern Publishing Company, Cincinnati, Ohio—FUTURE TRENDS IN COMMERCIAL EDUCATION; *Dr. D. M. Beights*, Marshall College, Huntington—CERTIFICATION STANDARDS FOR COMMERCIAL TEACHERS.

New Officers:

PRESIDENT: *M. P. Skinner*, Head of Commercial Department, Weston High School, Weston

VICE PRESIDENT: *Mildred Scutz*, Warwood High School, Wheeling
SECRETARY: *Hollis P. Guy*, High School, Beckley
TREASURER: *Gertrude Kirkpatrick*, West Junior High School, Huntington

Date and Place of Next Meeting: October 25, 28, 1933, Wheeling.

Teachers' Certificates

SINCE the last list was printed the following teachers have been granted certificates:

Margaret Allan, Yakima, Washington
Maria Josefa Almeyda, San Antonio, Texas
Hortensa Ambrose, Nashville, Tennessee
Edith Ashburn, Glendale, California
Mary Bauser, Springfield, Ohio
Pauline F. Bergeron, St. Cesaire, Quebec, Canada
Rose Bianchi, Billings, Montana
Mrs. Earl L. Bishop, Texarkana, Texas
Mrs. Grace Alexander Cogill, West Collingswood, New Jersey
Marjorie Daly, Napa, California
Mary Dickinson, Saskatoon, Saskatchewan, Canada
Anna Dugan-Hamilton, Duluth, Minnesota
Estella S. Dunham, Berkeley, California
Irma Agnes Edwards, Piedmont, California
H. Eiben, Toledo, Ohio
Esther Fassnacht, Los Angeles, California
Marion Fawcett, Saskatoon, Saskatchewan, Canada
Charles F. Gilbert, Toledo, Ohio
Enid Goltzy, Afton, Iowa
Mona Gridley, Cedar Falls, Iowa
John R. Guerriero, New York, New York
Evelyn M. Gummow, Laurel, Montana
Cleona D. Hamilton, Omaha, Nebraska
Helen E. Harding, Rockwell City, Iowa
Ruth E. Harding, Rockwell City, Iowa
Ruth E. Haynes, Nashville, Tennessee
Helen E. Hechler, Galesburg, Illinois
Henrietta F. Heidemann, Granite City, Illinois
Margaret Hellen, Waterloo, Iowa
Jessie T. Hendley, Nashville, Tennessee
Hazel Henderson, Nashville, Tennessee
Mrs. Annie Hicks, Camden, Alabama
Sister Mary Hilarion, New Orleans, Louisiana
Sister M. Bernadette Hohman, St. Mary's, Pennsylvania
Sara Kathryn Hopkins, Summit, New Jersey
Geneva Hoult, Chrisman, Illinois
Blanche D. Hutchinson, Duluth, Minnesota
Ova James, McKinney, Texas
Eleanor E. Johnson, Harcourt, Iowa
Fern V. Johnson, Cedar Falls, Iowa
Bernice M. Jones, Colorado Springs, Colorado
Cecilia O. Jones, Cedar Falls, Iowa
Sarale Jones, Camden, Alabama
Mary Louise Julius, Colorado Springs, Colorado
Luella D. Kapp, Chicago, Illinois
John Vinton Kasler, Marietta, Ohio
Lona Bettie Kemp, Texarkana, Arkansas
Velma Klecker, Grand Junction, Colorado
Helen M. Knight, Colorado Springs, Colorado
Selmer I. Knutson, Eagle Grove, Iowa
Maybelle Kohl, Lake Zurich, Illinois
Sister M. Laura, Chicago, Illinois
James L. Lawrence, Saskatoon, Saskatchewan, Canada
Arlie F. Leard, Saskatoon, Saskatchewan, Canada
Ethel Lucile Lee, Nodaway, Iowa
Sister M. Leo, Red Bud, Illinois
Susie Lewis, Fredericktown, Missouri
Glendon E. Lomen, Cedar Falls, Iowa
Mrs. Katharine R. Louis, Long Beach, California
Louise A. Lucia, Lead, South Dakota
Gertrude Mae MacEachern, Saskatoon, Saskatchewan, Canada
Lillie Rose Mahan, San Antonio, Texas
Mary Eva Marasovich, Lead, South Dakota
Grace Claire Marnell, Hoboken, New Jersey
Mary B. Masteller, Mt. Vernon, Ohio
Melba G. Maurice, Chicago, Illinois
Patricia Kohl McCarthy, Texarkana, Arkansas
Maxine McIlroy, Fort Worth, Texas
Bliss Means, Carrollton, Texas

(Continued on page 168)

Teaching Aids in Dictation Classes

By Abraham Epstein

Abraham Lincoln High School, Brooklyn, New York

[This article was read before the Shorthand Section of the New York Society for the Experimental Study of Education at their regular meeting, April, 1932.]

THE aim of this article is to present in concise form a number of valuable teaching aids which are of a practical nature, and which can be used advantageously in third- and fourth-term stenography classes.

Teachers of stenography have a splendid opportunity for good teaching offered to them in their dictation classes. The problems arising in advanced stenography classes may be grouped under six major topics: (1) Classroom organization, (2) the recitation, (3) the assignment, (4) transcription, (5) tests, (6) miscellaneous suggestions.

Classroom Organization

In considering the organization of the classroom, the teacher will do well to make certain daily routine matters of procedure mechanical, regular, and habitual. At the first meeting of the class, the teacher must attend to definite preliminary operations. Class routine will be facilitated by the use of the Delaney cards, which the pupils fill out themselves. At the Abraham Lincoln High School, pupils also add the name of their previous subject teacher and their last term's final grade on the back of these cards.

The Recitation

The physical condition of the classroom is the next important preliminary step occupying the teacher's attention in his plan of organization. Provision is made for the proper handling of such matters as light, ventilation, cleanliness of floor and blackboards, bulletin board, and classroom decorations. Term monitors are appointed for this purpose; one pupil is directed to be in charge of windows for usual adjustments in light and ventilation; another is in charge of taking the basket around the room for scrap deposits, at the beginning of the period; a third is in charge of keeping blackboards clean; and another pupil is selected for attending to the bulletin board and the posting of best homework papers.

A class president, vice president, and secretary are elected at the earliest opportunity. The secretary is instructed how to take the attendance on the Delaney cards and to keep a careful daily record of the receipt of home-

work. For this purpose, a typewritten class list is prepared on graph paper. Each day's work is quickly recorded by placing a check after a pupil's name in the ruled column under the proper date.

At first the teacher should check up to see that these duties are carried out satisfactorily. By proper guidance, the duties of the monitors soon become automatic with them, and it is astonishing how capable these secretaries can be.

Another very important preliminary step in class organization is the matter of having every pupil in the class provide himself with proper supplies. It is required that each student have on hand one standard stenography notebook, 6 by 9 inches, a notepad of similar form, and a pen; or, if pencil is to be used, pupils are required to have at least two or three well-sharpened ones brought to class daily.

Aids to Uniformity

Aids for the recitation will next be considered. The recitation period is controlled, at the Abraham Lincoln High School, by the following departmental policy. Daily lessons plans are carefully prepared by grade leaders, who distribute them to the other teachers of the same grade. In this way a desirable uniformity is secured in the presentation of the subject matter selected, as well as in the special methods applied. Every lesson plan begins with brief statements of the *knowledge, skill, ideal, and power* which are to be stressed during the period. These captions in the plan serve the teacher as a helpful guide. To select a case in point; in adhering to the plan, the teacher will emphasize the aims outlined, such, for example, as

1. Knowledge—To master a given group of 50 words taken from the list of 1,000 most frequently recurring words in the language.
2. Skill—To take sustained dictation.
3. Ideal—Alertness.
4. Power—To produce a perfect transcript.

By keeping these aims in mind, the teacher is better able to stress the main essentials outlined in the lesson plan. Of considerable importance, also, is the departmental control in

the uniformity of method applied in giving homework assignments. A standardized form has been adopted as follows:

ASSIGNMENT

1. Brief forms to be written three times.
2. Phrases, three times.
3. Review words, three times.
4. New words, three times each, and repeat.
5. Review letters, once.
6. New letters, three times.
7. Language.

Explaining the Assignment

The various items in the Assignment are clear enough. The requirements for doing the "new words," however, need some explanation. It is recognized by authorities that mere repetition practice, if not accompanied by thoughtful attention, is useless. To avoid mere repetition of outlines the special method of preparing the item, new words, in practice groups of three each, has been adopted. Let us suppose some of the newly assigned words are: *advantage*, *approval*, *celebration*, *executive*. Pupils are taught to learn these words by writing the first word, *advantage*, three times, the next word, *approval*, three times, *celebration*, three times, and so on through the entire list of words. On reaching the last word of the list, the entire list of assigned words is repeated in the same manner a second time. By this device all new words are written six times, in two groups of three each, thereby avoiding useless repetition and helping students secure purposeful and thoughtful practice.

The last item in the assignment, Language, is made to serve the teacher's purpose of drilling the classes in such mechanics as spelling, capitalization, punctuation, and paragraphing. Appropriate rules are assigned for each of these language factors, including one or more actual examples. Only *one simple rule* is assigned for each day's homework. Pupils write the rule and example once in longhand and a second time in shorthand.

At the beginning of the period, a class officer writes the day's assignment on the blackboard. It is copied by the pupils, and the class is ready for the day's recitation.

Aims and Methods

According to Dr. McNamara in his excellent book, "The Methods of Teaching Shorthand," every recitation in shorthand must consist of these elements: (a) Drill, (b) Reproduction, (c) Instruction, (d) Assignment.

Each element has a definite purpose. The drill work is provided for those factors in the acquisition of shorthand which must have

a ready and automatic response on the part of the writer. The element of reproduction is the process through which the teacher gives the student an opportunity of putting shorthand principles into practice, and applying the practical test of his ability in taking dictation. By instruction is meant the composite operation of techniques, aids, methods, procedure, which the teacher uses in presenting the theory and principles contained in the new material the pupils are to learn. The function of the assignment is to give the pupils further study and practice on the new knowledge presented.

Step by step the stenography teacher should apply the foregoing elements in the dictation classes, guided constantly by the four aims as explained—*knowledge*, *skill*, *ideal*, and *power*.

Class Drills

At the outset of the recitation, the recognized "law of exercise" is used with great effectiveness by means of drill work. Rapid dictation is given on the words, brief forms, and phrases chosen from the homework which the pupils prepared for the day. By a wise and careful selection of material to be dictated in these short drills, the teacher can help pupils greatly in a writing mastery of the basic shorthand vocabulary—the stenographer's stock-in-trade.

The drill on brief forms, words, and phrases is followed immediately by dictation work. The teachers should encourage pupils to write on the blackboard. As a rule pupils are at the board while class dictation is being given.

Review Letters

As the dictation begins with the review letters taken from the homework assignment, the speed may be regulated to the ability of the faster writers in the class. The range of speed for third-term pupils varies from 50 to 60 words a minute at the beginning of the term to about 70 and 80 words a minute at the close of the term. Pupils in fourth-term dictation classes often have a writing speed at the end of the term ranging between 80 and 100 words a minute.

After a letter has been dictated, a pupil at the board is asked to read back the notes. This procedure is so organized that only one sentence at a time is read back. By this means every member of the class can follow the writing and have an opportunity of noting the points in theory, phrasing, and penmanship involved. Each sentence is analyzed and corrections made, and various members of the class make their suggestions and criticisms for improvement. The cor-

rected outlines are written on a separate board set aside for that purpose. Pupils are directed to compare this sentence with their own work, and make whatever corrections are required. The entire letter, sentence by sentence, is treated in the same manner.

With proper handling by an alert teacher, the whole process of reading, correcting, and checking can be done very quickly. Two or three review letters are dictated in the same way while different pupils are given a chance to write at the board. All the outlines which gave difficulty and were written on the separate board are now dictated, together with many derivatives, for a further rapid drill.

New Letters

Practically the same procedure is followed when the new letters, assigned in the next day's homework, are dictated. For new material only the *best* writers should be sent to the board. After the dictation the letter is read back, but, in the case of new material, in order to save time, the teacher does all the correcting from the work on the blackboard. In correcting the work the teacher emphasizes the new words and phrases by writing them on the special blackboard. Two or three new letters are dictated in the same manner. The new words and phrases, together with their derivatives, are discussed with the class, and review principles and theory are fully explained whenever necessary. Sufficient drill in purposeful vocabulary building is given after each letter.

Language essentials of spelling, paragraphing, capitalization, and punctuation are taken up with the class during the reading back of letters. Pupils are required to give definite rules in the proper handling of these language requirements.

Dictation for Transcription

Toward the close of the recitation enough time is allowed for the dictation of three letters which the pupils are to transcribe. At the Abraham Lincoln High School provision for transcription is made by programing pupils for a typewriting period immediately after their stenography period. As far as possible, downtown office conditions are duplicated in the transcription room. Dictionaries may be consulted, and erasers may be used.

The quality and excellence of the finished transcripts are judged and rated strictly according to Regents Standards.* For this purpose, all pupils are made familiar with recognized Regents' ratings.

*Standards for the public schools of New York State are set by a State Board of Regents.

Testing and Grading

As far as the problem of tests and grades is concerned, pupils are given at least two marks a week; one for theory, and one for transcripts. Theory tests are given regularly on Thursdays. They consist of 40 words and phrases on material covered through the week. In addition to marking the test, the teacher affixes a stamp on each paper containing the words:

Penmanship
Proportion
Principle
Spelling
Style

Appropriate comment, such as poor, good, or excellent, is made, if necessary, after the proper item. Pupils look for these comments with great eagerness.

The second mark is based on the transcript. The method used in marking transcripts is as follows: Pupils are reminded that every day is test day. Of the three letters dictated daily, pupils are required to transcribe two. Pupils keep these letters in their own files. On Fridays the teacher asks pupils to submit any two letters taken from one day's work, let us say Tuesday's. Pupils must submit Tuesday's letters for correction. As the letters chosen by the teacher for marking are selected at *random*, the efficacy of the slogan "Every Day Is Test Day" is manifest. In this way pupils are spurred on to do their best possible work every day of the term.

Aids in Effecting Classroom Efficiency

A number of miscellaneous aids will now be suggested which the teacher can put to use in those classroom situations when, in his opinion, they can prove serviceable.

(a) One ideal a day should be emphasized, such as Posture, Penmanship, Concentration, Accuracy, Speed, and Perfect Transcripts.

(b) The teacher should set a rapid, lively class tempo.

(c) All homework papers submitted by pupils must bear uniform headings. At the Abraham Lincoln High School the following heading is used:

April 1, 1932	Smith, Mary 222E-5
(Date)	(Room & grade)
Mr. Epstein	Stenography 421
(Teacher's name)	(Subject section)

ABRAHAM LINCOLN HIGH SCHOOL

(d) The Letter Placement Chart, together with the 6-6-6 arrangement, which remains constant, may be used with considerable advantage in transcription classes. This 6-6-6

arrangement means that the letterhead begins six spaces from the top of the letter-sized paper; the date line, six spaces below; and six spaces below the date line, the inside address is written.

LETTER PLACEMENT CHART*

No. of Words	Single Spacing	Double Spacing
80	21-62	16-67
100	20-63	15-68
120	19-64	14-69
140	18-65	13-70
160	17-66	12-71
180	16-67	11-72
200	15-68	10-73

*Pupils are taught to use this chart as follows: A letter of 100 words is considered a standard letter. For every deviation of 20 words the left and right marginal stops are moved one space each, to allow either for an increase or a decrease in the length of the writing line, as required.

(e) Pupils should begin each day's work by writing the date at the top of a new page in their notebooks.

(f) Pupils should be taught to avoid writing on the last line of their notebooks.

(g) After a letter is read back, a light line, or check, should be drawn through the letter.

(h) Pupils should keep a rubber band about the used pages of their notebooks.

(i) Pupils should be given an opportunity to dictate review words and phrases; this often helps them with enunciation and pronunciation of words.

(j) They should be given opportunity to dictate review letters. The inability of some pupils to understand the dictation is very annoying to the pupils who dictate, and they are confronted with the imperative need for improving their speech.

(k) Occasionally, material from an unarranged letter should be written in correct form on the board in longhand for the purpose of discussing with the class such language factors as spelling, capitalization, division of words, paragraphing, and punctuation.

(l) There should be dictation and drill on numerous derivatives.

(m) Homework assignments should be varied occasionally by an editorial or short magazine article.

(n) Dictation of every letter must be properly timed, and pupils informed of the rate of speed used.

(o) Students should read occasionally from "cold notes."

(p) Penmanship drills should be given from time to time.

(q) Teachers should provide time for frequent reading back of notes from homework papers.

(r) Dictation should be given from printed shorthand, and pupils allowed to compare their notes with the printed material.

(s) Pupils can improve their penmanship by tracing shorthand outlines over printed plate matter though not marking the plates.

(t) A class may be brought out of a sluggish feeling by giving a brisk two-minute setting-up exercise.

(u) Silent reading is very helpful to pupils. Teachers should allow a minute or two for silent reading before asking pupils to read back new material.

By following these practical aids, teachers will find a solution to many actual classroom problems and, moreover, they will experience the pleasure of making their work in advanced dictation classes more efficient and effective.

How About You?

Remember January 31!

THERE is an object that every shorthand teacher should keep in sight and for which to work persistently, and that object is the attainment of the degree of technical shorthand skill required for the award of the Teachers' Gold Medal in shorthand writing. We all understand that only a teacher who is also an artistic writer can hope to accomplish the best results in training pupils. High speed in writing, while it has a valuable application in teaching, is not an absolute essential—a reasonable facility will suffice for classroom work.

But inasmuch as a good style of writing is the very *foundation* upon which students must base their speed development, *every* teacher should strive persistently for a *good style*.

Many of our best teachers already hold the Medal. It is to encourage others to perfect their professional equipment in this direction that we continue each year a Teachers' Medal Test. Every teacher conscious of his or her professional responsibility will want to enter a specimen of shorthand writing for one of the medals of this year. The Medal Test is a proving ground of your own skill. Make it a point of personal pride to win the professional recognition the O. G. A. Medal affords.

Details regarding the Teachers' Medal Test appeared in this magazine last month, together with the test copy. Your class, you will find, will be much interested in your work for the Medal. Practicing along with them will prove a great spur to their work in the O. G. A. Contest announced in the December GREGG WRITER. We shall look for your own specimen next month, and your students' papers before the first of March. And here's luck to you in both ventures!

Social Aspects, Methods of Teaching and Results of Machine Practice in Secretarial Work

(Continued from page 124)

distinct message for us that is germane to the discussion of the topic of this paper. The tabulation of likes and dislikes of workers in one homogenous group for certain other types of occupations shows up clearly antagonisms that are deep rooted in personal aptitudes or result from a sense of social superiority. The teacher is distinctly not interested in the clerical jobs. The clerical worker is not interested in the teaching and selling jobs. With much overlapping of interests there is yet a noticeable line of demarcation in likes and dislikes of each group of workers large enough to be classified. All of this information can be skillfully used by the teacher who wishes to guide his or her individual students into the individual channels most likely to insure ultimate success. Obviously, within the limit of this paper there can be no discussion of this enormous field of guidance. This mere word in passing is to call the attention of you thoughtful educators to the help that awaits you in this University of Michigan Study.

Personality Requirements

The phase of the Study of most interest to us just now is the analysis of personality requirements as presented in the various tables. Thirty qualities were named in the questionnaire. The individual was asked to list these qualities in the order of importance for success in her special line of work. The average age of these women was thirty-seven. The average number of years of experience was thirteen. You will realize that the collective answers have a definite weight. They come from a mature group who have stayed in their type of work long enough to prove themselves professionally-minded where business is concerned. To give you a base of comparison, let me list briefly the collective list of the first fifteen success characteristics in the order of their importance for fourteen thousand women: ability to handle and deal fairly with people; responsibility; courtesy; care for details; pleasing appearance; ability to follow directions; knowledge in special field; self-confidence; initiative; tact; self-control; capacity for hard work and long hours; system; alertness; adaptability.

As Stenographers Evaluated These Characteristics

Among other lists is one of the characteristics of a segregated group, that of skilled stenographers. The order of importance varies quite a bit from the group list. Remember

that the following qualities are considered the most important for success in the stenographic field, in the judgment of stenographers, themselves. First, ability to follow directions; care for details; responsibility; courtesy; self-confidence; pleasing appearance; alertness; system; initiative; adaptability; self-control; knowledge in special field; tact; capacity for hard work and long hours. Only one bears on technical skill—knowledge in special field—and that is given with a rank of thirteen. It would almost seem as if technical skill was taken for granted as a primary requisite not to be considered in promotional evaluation. Every other attribute listed is a quality important for its social significance. These qualities are almost all of them habit qualities—in other words, qualities that may be cultivated. They are the outgrowth from a conscious effort to meet social conditions, social responsibility, in ever-widening group contacts.

They Apply in Typewriting

If educators plan the program of studies with the idea of developing these success attributes, where can they better begin than with the commercial skills? Let us use the specific skill of typing: Where more surely does a student learn the first fundamental—*ability to follow directions*? All through the course, from the first lesson to the last important project, the successful accomplishment depends upon the quality of this ability to follow directions. *Care for details*—how better developed than by the constant checking of one's work? *System*—unlimited chance for the teacher to show her skill in developing this characteristic, like that of *responsibility*. Home and school combine to develop *courtesy* and *pleasing appearance*, and neither can afford to ignore them. *Alertness, initiative, tact, self-control*—if the teacher wishes to develop these characteristics she has an open field and every opportunity. The two qualities we call *speed* and *capacity for hard work* are merely the cumulative effect of any worthwhile course, well taught and well learned. Yet it is quite possible for a teacher without vision to give a course in typing without penetrating below the surface. She never gets below the technique values of her subject. The rich mine beneath the surface is left untouched. Such a teacher would consider it absurd to think of teaching typing in terms of social values. She has heard of socialized recitations and student activity, but of their significance she has no idea. I have been in

many a typing room where there was the finest kind of system—no clutter and fuss, but perfectly ordered procedure, each child working by himself yet with consideration for others, machines polished and clean, covers neatly folded. Are not social values being made significant to the students trained in such a classroom.

Vocational Aspects Not Enough to Teach

We are told over and over that we must reach beyond the merely vocational aspects of training. However, from fourteen thousand women comes the list of qualities needed for vocational success. A teacher who is truly teaching typing for its *vocational* value is forced to develop in her students the attitudes that spell success in that vocation. So true vocational training must have this strong trend toward developing social values, else it ceases to be vocational training. Far from decrying the tendency toward vocational training, it behooves us rather to decry the deterioration of a skill subject when it falls into the hands of a teacher who has not grasped its social significance.

We may take it for granted that the teacher will handle technical features of any course in machine operation satisfactorily. Then, let us emphasize that it is just as necessary to develop the social values inherent in the course. More than ever is it imperative that the teacher in the commercial departments add to technical equipment a vision of the social needs of the student on the job and develop the ability to evaluate properly the individual abilities and attitudes of the students, that guidance may be wise.

As if in partial confirmation of the findings just quoted comes another study to my desk. It is a remarkable tribute to the vision, responsibility and professionalism of the commercial teachers of southern California. Under the able editorship of Mr. A. E. Bullock, supervisor of commerce in Los Angeles, in collaboration with Mr. M. L. Pearson, of the Pasadena Junior College and president of the Southern California Commercial Teachers' Association, has been published this bulletin—"Symposium on Commercial Education." The content is made up of the series of papers presented in an all-day session by some thirty-five speakers at the different Round Tables. No educator interested in the current trends of commercial education can afford to be without this illuminating Symposium. Because of my faith in the richness and vitality of commercial education, because of my respect for and faith in the vision of commercial teachers, I can find no more fitting end to this paper than a quotation from the foreword that Mr. Pearson has written for this Symposium:

"This is an age of organization. In the business world consolidations, mergers, and associations of various types are the order of the day. It is obvious that, in a world so highly organized, those who are engaged in business education must also organize. The advantages of organization are as certain in the teaching profession as in other types of human activity.

"The purpose and functions of the Southern California Commercial Teachers' Association are varied. Among the most important is that of rendering service to the individual business teacher, to the school, and to the community. Through organized effort we have secured a business major, a state director of business education, have conducted contests, and have promoted the welfare of business education in many ways.

"Business education, with its high ideals, is developing a sense of its own importance. It no longer apologizes for the content of its curriculum nor the training of its teachers. The number of years of professional and technical training of business teachers has rapidly increased. The schools of education of our universities are providing more and better courses for training our members. School administrators are giving up the idea that business teachers are merely "checkers" and laboratory directors and hence can teach an extra subject. The dumping of inferior students into the department of business education is gradually ceasing. We have succeeded in breaking down many of the prejudices against business education.

Broad Curriculum Needed

"Business teachers are proud of the progress which has been made in the past few years. No less a person than our beloved teacher-philosopher, Dr. John Dewey, states that the most significant development in teaching in recent years has been in the field of business education.

"However, we cannot rest contented with our past laurels. In a rapidly changing economic world we must forever be on the alert. Business education assumes the responsibility of preparing young people to take their places in the complicated and ever-changing business world. It must not only prepare them to pass the acid test of the business world of today, but it must also prepare them to meet the changing conditions of tomorrow. The department of business education must not only give its students the finest technical training; it must also give them an understanding of the basic principles of economics which will enable them to master the new conditions. It must also prepare our young people to become good citizens of our democracy."

Teaching Principles and Procedures For Gregg Shorthand

By Etta C. Skene, Paul S. Lomax, and John V. Walsh
School of Education, New York University

1. A methods book for all shorthand teachers.
2. A text for teacher-training institutions.

Leading Features

1. A lesson plan and organization chart for every one of the thirty-six units of the Manual.
2. For every lesson the authors have prepared a group of sentences containing the words given under each principle in the Manual so that you may teach these words immediately in context.
3. A number of brief-form and theory-review letters supplement the theory sentences.
4. The student's home-work assignment is given at the end of each lesson.
5. Assignments from the other basic and supplementary beginning texts are given with each Manual assignment.

List Price \$1.20

Sorry we can't send free samples. Fill out the coupon below and get this book now so that it will help you in your daily teaching plans.

-----Mail This Coupon to Our Nearest Office-----

THE GREGG PUBLISHING COMPANY

NEW YORK

CHICAGO

BOSTON

SAN FRANCISCO

TORONTO

270 Madison Ave.

2500 Prairie Ave.

Statler Bldg.

Phelan Bldg.

Bloor Bldg.

Gentlemen:

Please send me postpaid one copy of "Teaching Principles and Procedures for Gregg Shorthand." List price, \$1.20.

Name
To insure correct shipping please PRINT name and address.

Title

School

Street

City State

Gregg Books Are Authoritative

DICTATION MATERIAL



to Shorthand Plates in *The GREGG WRITER*

Counted at a uniform syllable intensity of 1.40

The Fifty-first Dragon

By Heywood Brown

(Reprinted in shorthand by special permission of the author)

Of all the pupils at the knight school Gawaine le Coeur-Hardy was among the least promising. He was tall and sturdy,³⁰ but his instructors soon discovered that he lacked spirit. He would hide in the woods when the jousting class was called,⁴⁰ although his companions and members of the faculty sought to appeal to his better nature by shouting to⁵⁰ him to come out and break his neck like a man. Even when they told him that the lances were padded, the horses⁶⁰ no more than ponies, and the field unusually soft for late autumn, Gawaine refused to grow enthusiastic.¹⁰⁰ The Headmaster and the Assistant Professor of Pleasance were discussing the case one spring afternoon and¹²⁰ the Assistant Professor could see no remedy but expulsion.

"No," said the Headmaster, as he looked out at¹⁴⁰ the purple hills which ringed the school, "I think I'll train him to slay dragons."

"He might be killed," objected the Assistant¹⁶⁰ Professor.

"So he might," replied the Headmaster brightly, but he added, more soberly, "we must consider the¹⁸⁰ greater good. We are responsible for the formation of this lad's character."

"Are the dragons particularly²⁰⁰ bad this year?" interrupted the Assistant Professor. This was characteristic. He always seemed restive²²⁰ when the Head of the School began to talk ethics and the ideals of the institution.

"I've never known²⁴⁰ them worse," replied the Headmaster. "Up in the hills to the south last week they killed a number of peasants, two cows, and²⁶⁰ a prize pig. And if this dry spell holds there's no telling when they may start a forest fire simply by breathing around²⁸⁰ indiscriminately."

"Would any refund on the tuition fee be necessary in case of an accident³⁰⁰ to young Coeur-Hardy?"

"No," the principal answered, judicially, "that's all covered in the contract. But, as a³²⁰ matter of fact, he won't be killed. Before I send him up in the hills I'm going to give him a magic word."

"That's a³⁴⁰ good idea," said the Professor. "Sometimes they work wonders."

From that day on Gawaine specialized in dragons. His³⁶⁰ course included both theory and practice. In the morning there were long lectures on the history, anatomy,³⁸⁰ manners and customs of dragons. Gawaine did not distinguish himself in these studies. He had a marvelously⁴⁰⁰ versatile gift for forgetting things. In the afternoon he showed to better advantage, for then he would go⁴²⁰ down to the South Meadow and practice with a battle-ax. In this exercise he was truly impressive, for he⁴⁴⁰ had enormous strength as well as speed and grace. He even developed a deceptive display of ferocity.⁴⁶⁰ Old alumni say that it was a thrilling sight to see Gawaine charging across the field toward the dummy paper⁴⁸⁰ dragon which had been set up for his practice. As he ran he would brandish his ax and shout "A murrain on thee!"⁵⁰⁰ or some other vivid bit of campus slang. It never took him more than one stroke to behead the dummy dragon.⁵²⁰

Gradually his task was made more difficult. Paper gave way to papier-mâché and finally to wood, but⁵⁴⁰ even the toughest of these dummy dragons had no terrors for Gawaine. One sweep of the ax always did the business.⁵⁶⁰ There were those who said that when the practice was protracted until dusk and the dragons threw long, fantastic shadows⁵⁸⁰ across the meadow Gawaine did not charge so impetuously nor shout so loudly. It is possible there⁶⁰⁰ was malice in this charge. At any rate, the Headmaster decided by the end of June that it was time for the⁶²⁰ test. Only the night before a dragon had come close to the school grounds and had eaten some of the lettuce from the⁶⁴⁰ garden. The faculty decided that Gawaine was ready. They gave him a diploma and a new battle-ax⁶⁶⁰ and the Headmaster summoned him to a private conference.

"Sit down," said the Headmaster.

"You are no longer a⁶⁸⁰ boy. You are a man. Tomorrow you will go out into the world, the great world of achievement."

"Here you have learned the⁷⁰⁰ theories of life," continued the Headmaster, "but after all, life is not a matter of theories. Life is⁷²⁰ a matter of facts. It calls on the young and the old alike to face these facts, even though they are hard and sometimes⁷⁴⁰ unpleasant. Your problem, for example, is to slay dragons."

"They say that those dragons down in the south wood are five⁷⁶⁰ hundred feet long," ventured Gawaine, timorously.

"Stuff and nonsense!" said the Headmaster.

"The curate saw one last week⁷⁰⁰ from the top of Arthur's Hill. The dragon was sunning himself down in the valley. The curate didn't have an⁸⁰⁰ opportunity to look at him very long because he felt it was his duty to hurry back to make a report⁸⁰⁰ to me. He said the monster, or shall I say, the big lizard?—wasn't an inch over two hundred feet. But the⁸⁰⁰ size has nothing at all to do with it. You'll find the big ones even easier than the little ones. They're far slower⁸⁰⁰ on their feet and less aggressive, I'm told. Besides, before you go I'm going to equip you in such fashion⁸⁰⁰ that you need have no fear of all the dragons in the world."

"I'd like an enchanted cap," said Gawaine.

"What's that?" answered¹⁰⁰⁰ the Headmaster testily.

"A cap to make me disappear," explained Gawaine.

The Headmaster laughed indulgently.⁹²⁰ "You mustn't believe all those old wives' stories," he said. "There isn't any such thing. A cap to make you disappear,⁹⁴⁰ indeed! What would you do with it? You haven't even appeared yet. Why, my boy, you could walk from here to London, and⁹⁶⁰ nobody would so much as look at you. You're nobody. You couldn't be more invisible than that."

Gawaine seemed⁹⁸⁰ dangerously close to a relapse into his old habit of whimpering. The Headmaster reassured him: "Don't¹⁰⁰⁰ worry; I will give you something much better than an enchanted cap. I'm going to give you a magic word. All you have¹⁰²⁰ to do is to repeat this magic charm once and no dragon can possibly harm a hair of your head. You can cut off¹⁰⁴⁰ his head at your leisure."

He took a heavy book from the shelf behind his desk and began to run through it. "Sometimes,"¹⁰⁶⁰ he said, "the charm is a whole phrase or even a sentence. I might, for instance, give you 'To make the—No, that might not¹⁰⁸⁰ do. I think a single word would be best for dragons."

"A short word," suggested Gawaine.

"It can't be too short or it¹¹⁰⁰ wouldn't be potent. There isn't so much hurry as all that. Here's a splendid magic word: 'Rumplesnitz.' Do you think¹¹²⁰ you can learn that?"

Gawaine tried and in an hour or so he seemed to have the word well in hand. Again and again he¹¹⁴⁰ interrupted the lesson to inquire, "And if I say 'Rumplesnitz' the dragon can't possibly hurt me?" And always¹¹⁶⁰ the Headmaster replied, "If you only say 'Rumplesnitz,' you are perfectly safe."

Toward morning Gawaine seemed¹¹⁸⁰ resigned to his career. At daybreak the Headmaster saw him to the edge of the forest and pointed him to the¹²⁰⁰ direction in which he should proceed. About a mile away to the southwest a cloud of steam hovered over an¹²²⁰ open meadow in the woods and the Headmaster assured Gawaine that under the steam he would find a dragon. Gawaine¹²⁴⁰ went forward slowly. He wondered whether it would be best to approach the dragon on the run as he did in¹²⁶⁰ his practice in the

South Meadow or to walk slowly toward him, shouting "Rumplesnitz" all the way.

The problem was¹²⁸⁰ decided for him. No sooner had he come to the fringe of the meadow than the dragon spied him and began to charge.¹³⁰⁰ It was a large dragon and it seemed decidedly aggressive in spite of the Headmaster's statement to the¹³²⁰ contrary. As the dragon charged it released huge clouds of hissing steam through its nostrils. It was almost as if a¹³⁴⁰ gigantic teapot had suddenly gone mad. The dragon came forward so fast and Gawaine was so frightened that he¹³⁶⁰ had time to say "Rumplesnitz" only once. As he said it, he swung his battle-ax and off popped the head of the dragon.¹³⁸⁰ Gawaine had to admit that it was even easier to kill a real dragon than a wooden one if only¹⁴⁰⁰ you said "Rumplesnitz."

Gawaine brought the ears home and a small section of the tail. His schoolmates and the faculty¹⁴²⁰ made much of him, but the Headmaster wisely kept him from being spoiled by insisting that he go on with his work.¹⁴⁴⁰ Every clear day Gawaine rose at dawn and went out to kill dragons. The Headmaster kept him at home when it rained,¹⁴⁶⁰ because he said the woods were damp and unhealthy at such times and that he didn't want the boy to run needless risks.¹⁴⁸⁰ Few good days passed in which Gawaine failed to get a dragon. On one particularly fortunate day he killed three,¹⁵⁰⁰ a husband and wife and a visiting relative. Gradually he developed a technique. Pupils who sometimes¹⁵²⁰ watched him from the hilltops a long way off said that he often allowed the dragon to come within a few feet¹⁵⁴⁰ before he said "Rumplesnitz." He came to say it with a mocking sneer. Occasionally he did stunts. Once when an¹⁵⁶⁰ excursion party from London was watching him he went into action with his right hand tied behind his back. The¹⁵⁸⁰ dragon's head came off just as easily.

As Gawaine's record of killings mounted higher the Headmaster found it¹⁶⁰⁰ impossible to keep him completely in hand. He fell into the habit of stealing out at night and engaging¹⁶²⁰ in long drinking bouts at the village tavern. It was after such a debauch that he rose a little before¹⁶⁴⁰ dawn one fine August morning and started out after his fiftieth dragon. His head was heavy and his mind sluggish.¹⁶⁶⁰ He was heavy in other respects as well, for he had adopted the somewhat vulgar practice of wearing¹⁶⁸⁰ his medals, ribbons and all, when he went out dragon hunting. The decorations began on his chest and ran all¹⁷⁰⁰ the way down to his abdomen. They must have weighed at least eight pounds.

Gawaine found a dragon in the same meadow where¹⁷²⁰ he had killed the first one. It was a fair-sized dragon, but evidently an old one. Its face was wrinkled and Gawaine¹⁷⁴⁰ thought he had never seen so hideous a countenance. Much to the lad's disgust, the monster refused to charge¹⁷⁶⁰ and Gawaine was obliged to walk toward him. He whistled as he went. The dragon re-

garded him hopelessly, but¹⁷⁰⁰ craftily. Of course it had heard of Gawaine. Even when the lad raised his battle-ax the dragon made no move. It¹⁸⁰⁰ knew that there was no salvation in the quickest thrust of the head, for it had been informed that this hunter was¹⁸²⁰ protected by an enchantment. It merely waited, hoping something would turn up. Gawaine raised the battle-ax and¹⁸⁴⁰ suddenly lowered it again. He had grown very pale and he trembled violently. The dragon suspected a¹⁸⁶⁰ trick. "What's the matter?" it asked, with false solicitude.

"I've forgotten the magic word," stammered Gawaine.

"What a pity,"¹⁹⁰⁰ said the dragon. "So that was the secret. It doesn't seem quite sporting to me, all this magic stuff, you know. Not¹⁹²⁰ cricket, as we used to say when I was a little dragon; but after all, that's a matter of opinion."

Gawaine¹⁹⁴⁰ was so helpless with terror that the dragon's confidence rose immeasurably and it could not resist the¹⁹⁶⁰ temptation to show off a bit.

"Could I possibly be of any assistance?" it asked. "What's the first letter of¹⁹⁸⁰ the magic word?"

"It begins with an 'r,'" said Gawaine weakly.

"Let's see," mused the dragon, "that doesn't tell us much, does²⁰⁰⁰ it? What sort of word is this? Is it an epithet, do you think?"

Gawaine could do no more than nod.

"Why, of course,"²⁰²⁰ exclaimed the dragon, "reactionary Republican."

Gawaine shook his head.

"Well, then," said the dragon, "we'd better²⁰⁴⁰ get down to business. Will you surrender?"

With the suggestion of a compromise Gawaine mustered up enough courage²⁰⁶⁰ to speak.

"What will you do if I surrender?" he asked.

"Why, I'll eat you," said the dragon.

"And if I don't surrender?"²⁰⁸⁰

"I'll eat you just the same."

"Then it doesn't mean any different, does it?" moaned Gawaine.

"It does to me," said the²¹⁰⁰ dragon with a smile. "I'd rather you didn't surrender. You'd taste better if you didn't."

The dragon waited for²¹²⁰ a long time for Gawaine to ask "Why?" but the boy was too frightened to speak. At last the dragon had to give the²¹⁴⁰ explanation without his cue line. "You see," he said, "if you don't surrender you'll taste better because you'll die game."

This²¹⁶⁰ was an old and ancient trick of the dragon's. By means of some such quip he was accustomed to paralyze his victims²¹⁸⁰ with laughter and then to destroy them. Gawaine was sufficiently paralyzed as it was, but laughter had no²²⁰⁰ part in his helplessness. With the last word of the joke the dragon drew back his head and struck. In that second there flashed²²²⁰ into the mind of Gawaine the magic word "Rumplesnitz."

but there was no time to say it. There was time only to²²⁴⁰ strike and, without a word, Gawaine met the onrush of the dragon with a full swing. He put all his back and shoulders²²⁶⁰ into it. The impact was terrific and the head of the dragon flew away almost a hundred yards and landed²²⁸⁰ in a thicket.

Gawaine did not remain frightened very long after the death of the dragon. His mood was one²³⁰⁰ of wonder. He was enormously puzzled. He cut off the ears of the monster almost in a trance. Again and²³²⁰ again he thought to himself, "I didn't say 'Rumplesnitz'!" He was sure of that and yet there was no question that he²³⁴⁰ had killed the dragon. In fact, he had never killed one so utterly. Never before had he driven a head for²³⁶⁰ anything like the same distance. Twenty-five yards was perhaps his best previous record. All the way back to the²³⁸⁰ knight school he kept rumbling about in his mind seeking an explanation for what had occurred. He went to the²⁴⁰⁰ Headmaster immediately and after closing the door told him what had happened. "I didn't say 'Rumplesnitz,'" he²⁴²⁰ explained with great earnestness.

The Headmaster laughed. "I'm glad you've found out," he said. "It makes you ever so much more of²⁴⁴⁰ a hero. Don't you see that? Now you know that it was you who killed all these dragons and not that foolish little word²⁴⁶⁰ 'Rumplesnitz.'"

Gawaine frowned. "Then it wasn't a magic word after all?" he asked.

"Of course not," said the Headmaster, "you²⁴⁸⁰ ought to be too old for such foolishness. There isn't any such thing as a magic word."

"But you told me it was²⁵⁰⁰ magic," protested Gawaine. "You said it was magic and now you say it isn't."

"It wasn't magic in a literal²⁵²⁰ sense," answered the Headmaster, "but it was much more wonderful than that. The word gave you confidence. It took away²⁵⁴⁰ your fears. If I hadn't told you that you might have been killed the very first time. It was your battle-ax did the²⁵⁶⁰ trick."

Gawaine surprised the Headmaster by his attitude. He was obviously distressed by the explanation.²⁵⁸⁰ He interrupted a long philosophic and ethical discourse by the Headmaster with, "If I hadn't of²⁶⁰⁰ hit 'em all mighty hard and fast any one of 'em might have crushed me like a, like a—" He fumbled for a word.

"Egg²⁶²⁰ shell," suggested the Headmaster.

"Like an egg shell," assented Gawaine, and he said it many times. All through the²⁶⁴⁰ evening meal people who sat near him heard him muttering, "Like an egg shell, like an egg shell."

The next day was clear, but²⁶⁶⁰ Gawaine did not get up at dawn. Indeed, it was almost noon when the Headmaster found him cowering in bed, with²⁶⁸⁰ the clothes pulled over his head. The principal called the Assistant Professor of Pleasatnce, and together they pulled²⁷⁰⁰ the boy toward the forest.

"He'll be all right as soon as he gets a couple more dragons under his belt," explained¹⁷⁰⁰ the Headmaster.

The Assistant Professor of Pleasaunce agreed. "It would be a shame to stop such a fine run," he¹⁷²⁰ said. "Why, counting that one yesterday, he's killed fifty dragons."

They pushed the boy into a thicket above which hung¹⁷⁴⁰ a meager cloud of steam. It was obviously quite a small dragon. But Gawaine did not come back that night or the¹⁷⁶⁰ next. In fact, he never came back. Some weeks afterward brave spirits from the school explored the thicket, but they could find¹⁷⁸⁰ nothing to remind them of Gawaine except the metal parts of his medals. Even the ribbons had been devoured.¹⁸⁰⁰

The Headmaster and the Assistant Professor of Pleasaunce agreed that it would be just as well not to tell the¹⁸²⁰ school how Gawaine had achieved his record and still less how he came to die. They held that it might have a bad effect¹⁸⁴⁰ on school spirit. Accordingly, Gawaine has lived in the memory of the school as its greatest hero, and no¹⁸⁶⁰ visitor succeeds in leaving the building today without seeing a great shield which hangs on the wall of the dining¹⁸⁸⁰ hall. Fifty pairs of dragons' ears are mounted upon the shield and underneath in gilt letters is "Gawaine le Coeur-¹⁹⁰⁰Hardy," followed by the simple inscription, "He killed fifty dragons." (2912)

Curious Clippings

Believe it or not, but we are told that a woman at Lebanon, Pennsylvania, had her shoes knocked off when³⁰ an automobile ran into her—and she wasn't hurt. (30)

* * *

This reminds us of a story that came out of Macomb, Illinois, after a tornado had demolished a²⁰ part of the town some years ago. One of the local high school girls was caught in the path of the storm and was "scalped" as⁴⁰ clean as any Indian would have done it in pioneer days—but escaped any other injury. (59)

* * *

The baggage agent at Van Nuys, California, no longer considers Ellis Parker Butler's "Pigs is Pigs"²⁰ a mere "gag." He discovered that it could be only too true, though it was "bunnies" that cured his unbelief. The rabbits⁴⁰ numbered two dozen when the shipment arrived. Their owner failed to call, and the rabbits became restive. They gnawed⁶⁰ their way out of their boxes, and rounding them up Mr. Kidd, to his astonishment, counted three dozen. When the⁸⁰ Associated Press made its report there were four dozen "twinkling" their noses at the distracted agent. (99)

The World's Greatest Invention

[This article, taken from the September, 1932, issue of the *Western School Journal*, Winnipeg, Manitoba, Canada, has been adapted to the vocabulary of all students who have completed the Eighth Chapter of the Manual.]

Who invented the wheel? One of the commonest and most ordinary things in the world, who was its first maker?²⁰ That man who, in an age when people had barely begun to think at all, worked out the idea of the wheel, must⁴⁰ have been a remarkable person. With nothing to serve as a model that far-off genius somehow devised a⁶⁰ new thing for which, neither in the natural nor human sphere, was there anything even remotely like it.

There⁸⁰ he was, that early man, in a world that had never known a wheel, giving to it its greatest invention, the thing¹⁰⁰ that was to make all human progress possible. For, consider a wheelless world. Gone at a stroke are the motor cars,¹²⁰ the trains, the ships of steam and oil, gone the spinning and weaving machines, the printing presses, the clocks and watches,¹⁴⁰ the tractors and harvesters, the vast factories with their medley of wheels and armatures, gone almost everything¹⁶⁰ that makes for comfort and ease. Even the cart drawn by horse or ox, the simplest means of locomotion known, must¹⁸⁰ disappear, had not that lost man of ages past in some wild haunt built the wheel. He made not just a wheel but nations.²⁰⁰

How old is the wheel? None can answer. As far back as knowledge goes we see the wheel. Babylon, Egypt, those two oldest²²⁰ races of the past, knew the wheel, as their sculptures show. Yet some time before the great cities rose on the delta²⁴⁰ of the Euphrates and the Tigris that wonderful unknown man gave to the world its greatest and perhaps most²⁶⁰ dynamic invention, presage of the airplane and all the mighty engines that bestrew the earth today, his gift the²⁸⁰ spur that urged mankind on to an unguessable destiny. (291)

Three Easy Business Letters

On Chapter X

Gentlemen: I was indeed surprised to receive a letter from your collection department containing a draft²⁰ at ten days' sight.

I believe you underestimate my willingness to pay my bills when due.

Heretofore I have⁴⁰ always paid promptly and shall continue to do so, but I was delayed this time on account of sickness, which took⁶⁰ the money I had expected to send you.

I am returning the draft, and your money will follow in a few⁸⁰ days.

I trust this will be satisfactory and that I shall not be bothered with drafts in the future. Yours truly, (100)

Dear Sir: The Superintendent of the State Agricultural School, Mr. MacCarthy, declares that action on²⁰ the reclamation bill which would transform a worthless tract into a magnificent experimental station has⁴⁰ been postponed indefinitely by antagonists, led by Mr. McRae, whom he is inclined to suspect of⁶⁰ self-interest in the matter. Mr. McRae magnified the cost of this undertaking so much that the bill⁸⁰ was suppressed.

This reclaimed land would support the school to a large measure, and some additional support is plainly¹⁰⁰ due a school having such unparalleled growth as this one. Mr. MacCarthy has made this school supreme in its field¹²⁰ and has multiplied its activities. However, a shortage of funds made him suspend the Extension Division.¹⁴⁰ It is of paramount importance that the school shall not be paralyzed by the shortsighted action of a¹⁶⁰ selfish group. Mr. MacCarthy declines to supervise the work any longer unless support comes from some quarter.¹⁸⁰

I am sending this circular letter and poster to friends, asking that under no circumstances they fail²⁰⁰ to write their representative about this matter. Yours truly, (211)

Dear Sir: No doubt you have been looking for a laundry which will do your work quicker than the one to which you are now²⁰ sending your clothes.

If you will let us prove what we can do, we are sure that you will agree with us. Yours very truly, (40)

Four Easy Business Letters

On Chapter XI

My dear Mr. Fairbanks: I assure you it will be a pleasure to do all I can for the furtherance of your²⁰ measure.

I have always been interested in the education of children. I am interested, also,⁴⁰ in seeing that they have a chance to grow strong before they are put to work to earn their own living.

I shall⁶⁰ bring all the pressure I possibly can to bear on the voters of this county. I do not anticipate much⁸⁰ opposition to the measure.

If you can offer any suggestions in regard to a particular course of¹⁰⁰ action to follow, they will be gratefully received. Cordially yours, (112)

Dear Mr. Chase: The principal of the Third Ward School is conducting a tour of Great Britain this summer. He has²⁰ advertised the tour during the morning assemblies and has enlisted the coöperation of the students⁴⁰ in his behalf.

As a member of the school board and as a member of the board of trade, I object to his using⁶⁰ his office for this purpose.

I believe you will feel as I do in the matter and will join with me in⁸⁰ arousing senti-

ment against such a course of action. Very truly yours, (93)

Dear Subscriber: I know this account with you is as good as gold.

I realize that our bill is small and, in the²⁰ press of other matters, has been overlooked.

If yours were the only small account we had on our books, I should be⁴⁰ pleased to send no more than a quarterly reminder until it suited your convenience to attend to it.

But⁶⁰ ours is a business of small accounts. When they are not paid promptly, they involve much clerical work and become a⁸⁰ source of errors.

Won't you coöperate and send us your check today so that we may balance your account? I shall¹⁰⁰ appreciate this courtesy.

Sincerely yours, (109)

Miss Lodge: I am leaving for Chicago this morning and shall be gone for two or three days. If anything of²⁰ importance comes up, you can reach me by calling the Chamber of Commerce. Their telephone number is Broadway 5670.⁴⁰ A. M. Wilson. (45)

Sixty-Three Sentence Drills

On Chapter XII, Pars. 238 and 239

1. *Alabama* is one of the states in the "Black Belt."
2. The Grand Canyon of the Colorado River is in²⁰ *Arizona*.
3. The farmers of *Arkansas* have not recovered from the drought.
4. *California* is known as the land⁴⁰ of sunshine.
5. The western part of *Colorado* is not so rugged and mountainous.
6. Mark Twain's "*Connecticut Yankee*"⁶⁰ is very amusing.
7. *Delaware* is the second smallest state in the Union.
8. The *District of Columbia*⁸⁰ is Federal property.
9. Many oranges are grown in *Florida*.
10. Much cotton is raised in *Georgia*.¹⁰⁰
11. *Idaho* potatoes are widely used in this country.
12. Chicago is the largest city in *Illinois*.
13. *Indiana*¹²⁰ is known as the "Hoosier" state.
14. The "tall corn" grows in *Iowa*.
15. *Kansas* is one of the greatest wheat-growing¹⁴⁰ states.
16. We have all heard of the famous race horses of *Kentucky*.
17. There are many creoles in *Louisiana*.¹⁶⁰
18. The woods of *Maine* are beautiful in autumn.
19. *Maryland* is one of the smaller states of the Union.
20. *Massachusetts*¹⁸⁰ is noted for its fisheries.
21. *Michigan* is noted for furniture and automobiles.
22. The lakes of²⁰⁰ *Minnesota* call many people in the summer.
23. The *Mississippi* is the largest river in the United²²⁰ States.
24. *Missouri* is known as the "Show Me" state.
25. *Montana* is a mining and cattle area.
26. *Nebraska*²⁴⁰ is an important wheat-growing state.
27. *Nevada* is famous as a silver-producing state.
28. *New Hampshire* is one²⁶⁰ of the New England states.
29. *New Jersey* is one of the principal manufacturing states.
30. There is a large Indian²⁸⁰ pueblo at Toas, *New Mexico*.
- 31.

New York State contains the largest city in the United States. 32. Much²⁰⁰ tobacco is grown in *North Carolina*. 33. The wind howls over the bare plains of *North Dakota* in winter. 34. There are²²⁰ many rubber-manufacturing plants in *Ohio*. 35. Many very rich people live in *Oklahoma*.²⁴⁰ 36. *Oregon* is noted for its fine fruits. 37. *Pennsylvania* is the Quaker state. 38. *Rhode Island* is the smallest state in²⁶⁰ the Union. 39. Tobacco is also grown in *South Carolina*. 40. There is much wheat grown in *South Dakota*. 41. George²⁸⁰ Peabody College is located in Nashville, *Tennessee*. 42. *Texas* is the largest state in the Union. 43. Have you ever³⁰⁰ been in the salt lake in Salt Lake City, *Utah*? 44. Maple sugar has made *Vermont* famous. 45. *Virginia* is³²⁰ the birthplace of many famous men. 46. *Washington* is noted for its apples. 47. Harper's Ferry is an historical³⁴⁰ place in *West Virginia*. 48. The University of *Wisconsin* is noted for its social-science work.³⁶⁰ 49. *Wyoming* is preeminently a cattle-raising state. 50. Have you made the trip from Seattle to *Alaska*?³⁸⁰ 51. No, but I have been to *Guam*. 52. Much sugar cane is raised in *Hawaii*. 53. A great deal of sugar comes from the *Philippine*⁴⁰⁰ Islands. 54. We import sugar and coffee from *Puerto Rico*. 55. *Birmingham* is noted for its large iron foundries.⁴²⁰ 56. The heat in summer makes *Phoenix* unbearable. 57. *Little Rock* is the largest city in the state of *Arkansas*.⁴⁴⁰ 58. The world-renowned Hollywood is in the suburbs of *Los Angeles*. 59. The Golden Gate at *San Francisco* is⁴⁶⁰ glorious at sunset. 60. *Oakland* is connected with *San Francisco* by ferry. 61. *San Diego* is one of the most⁴⁸⁰ beautiful cities in California. 62. *Long Beach* is a popular summer resort. 63. *Denver* is known as the⁵⁰⁰ "Gateway to the Rockies." (604)—From "Teaching Principles and Procedures for Gregg Shorthand," by Skene, Walsh, and Lomax.

Sentences on Disjoined Prefixes and Suffixes

First-Thousand-Word Group

It is my understanding that he agreed to read the interesting contract. He was interested in glancing²⁰ over several short articles about the extra program which includes many stars. (36)

Second-Thousand-Word Group

The central distribution committee instructed that the postage on all circulars be entered in the³⁰ transportation account. It is understood that there is a possibility of a shortage under existing⁴⁰ circumstances. In your capacity as general manager, will you give me the authority to⁶⁰ telegraph our support of the agreement? There is a practical possibility that construction will continue⁸⁰ shortly. Under the circumstances I am in-

clined to go contrary to my authority and send the¹⁰⁰ grand old man a telegram confirming our offer. (109)

Third-Thousand-Word Group

A majority of the people in the neighborhood prefer exclusive control of the agricultural²⁰ project. I anticipate that this transaction will destroy his political majority. I suspect him⁴⁰ of supporting the electrical merger. Paragraphs 1 to 3 inclusive contain instructions regarding the⁶⁰ new postal laws. (63)

Fourth-Thousand-Word Group

He looked forward with disagreeable anticipation to giving an apology. He was rewarded²⁰ for his magnificent and unselfish contribution. The psychology instructor declines to interfere⁴⁰ with the extraordinary undertaking. He declared that his company would soon introduce a new electrical⁶⁰ appliance for domestic use. Some people worship intelligence and overlook personality. (80)

Fifth-Thousand-Word Group

The postmaster declined to distribute the suspected translation, because it was mailed under the wrong²⁰ classification. Contrast the simplicity and sincerity of his grandmother with the disagreeable⁴⁰ personality of his grandfather. A technical classification made it possible to transfer to the⁶⁰ local medical authorities the supervision of all the township's health regulations. (77)

Review Sentences

On Chapters VII to IX

UNIT 19. 1. It is our intention to get many estimates on the timber needed for the repairs to the temple. 2. The²⁰ attorney listed all the items for the bulletin he was preparing, and his partner made the extensions.⁴⁰ 3. The victim of the unkind remarks displayed his wisdom to all in the audience by keeping his temper. 4. One⁶⁰ should work continuously to broaden his outlook on life.

UNIT 20. 5. The farmers found many ferns growing in the fertile²⁰ soil of their woodlands. 6. An expert was called to study the problem of converting the barn into a garage. 7. The⁴⁰ dealer guarantees his lard to be as good as any other brand. 8. Herbert was concerned about the merits of⁶⁰ the concert. 9. The northern, eastern, southern, and western winds all seemed to bring rain this summer.

UNIT 21. 10. He had forgotten to²⁰ furnish me the new part for the furnace. 11. Do not forget to notify the chairman to be watchful tonight. 12. Many⁴⁰ thoughtful men are seeking to modify the law. 13. The average weight of the packages we send out is ten ounces.⁶⁰ 14. They sent the baggage to the orphanage at the village.

UNIT 22. 15. I am sure he is the oldest justice in the state,³⁰⁰ and his past record is above reproach. 16. Some adjustment must be made, or our supply of packages will be²³⁰ exhausted before the season is over. 17. The student failed to pass the test after he had completed all his work²⁴⁰ on the project. 18. Conduct yourself properly; what you do and say may affect the whole troop. 19. We shall go by way of the Lincoln Highway. 20. He wishes me to invest³⁰⁰ in his patent.

UNIT 23. 21. Let me remind you that your dividends will be due the first of the month. 22. He has a keen mind,²⁰⁰ and beyond question he can expound the theory. 23. I'll admit that she has many admirable qualities.³⁰⁰ 24. The man insisted that we pay our rent in advance. 25. He was a staunch advocate of the new plan. 26. Your kindness in²⁰⁰ collecting the money that was considerably past due and which seemed uncollectible is a great favor²⁴⁰ to me.

UNIT 24. 27. James ought to be here in a day or two. 28. One of our club members ought to receive some of those prizes. 29. John³⁰⁰ is one of the most dignified men in the village, and sooner or later he is sure to be elected³⁰⁰ president. 30. For the time being, some of them will have to stand in order to see the performance. 31. In a week or two⁴⁰⁰ the judge will write to you in reference to the matter. 32. It is out of the question to think a week or two will⁴⁰⁰ finish the job.

UNIT 25. 33. He will arrive from the South in a private car. 34. That was a peculiar excuse he gave; it seemed⁴⁰⁰ one of the most foolish I have ever heard. 35. Robert was proud because he stood at the head of his class. 36. It is only⁴⁰⁰ a question of time until the magazine will be sent to every post office in the United States.⁴⁰⁰ 37. The merchandise will be delivered f. o. b. your Third Street tracks. 38. It is a privilege to travel where there are³⁰⁰ so many conveniences.

UNIT 26. 39. With his attitude, he can accomplish great things for the association. 40. I shall³⁰⁰ dictate a letter to the president of the local union. 41. His splendid success was hailed with enthusiasm⁴⁰⁰ by all the officers of the corporation. 42. He made a notation of the strike of the freight crew and will³⁰⁰ print it in the late edition of the *Journal*. 43. Your representative brought me the information about the³⁰⁰ consolidation.

UNIT 27. 44. Let me know beforehand if anyone besides you and Janet is to be there. 45. Whenever³⁰⁰ you say and whichever route you suggest will be satisfactory to me. 46. We do not know the whereabouts of³⁰⁰ our relative, but, wherever she is, we feel sure she is safe. 47. Notwithstanding the fact that he has been defeated⁴⁰⁰ twice, he is willing to run again. 48. Five dollars is too much to pay for five thousand sheets of this paper. 49. By³⁰⁰ eight o'clock the farmer had dug and sacked fifty bushels of potatoes. (673)—*Lottie E. Neff, Milwaukee Vocational School, Milwaukee, Wisconsin.*

Key to the October O. G. A. Test

The habit of expecting great things of ourselves calls out the best in us. It tends to awaken forces which, but²⁰ for the greater demand, the higher call, would remain latent.

Believe with all your heart that you will do what you were⁴⁰ made to do. Never for an instant harbor a doubt of it. Think only of the thing you are determined to⁴⁰ achieve.

Live in the very soul of expectation of better things; in the conviction that something large and beautiful⁸⁰ will await you if your efforts are honest, if your mind is kept in a creative state and you fight for your goal. (100)

Brief-Form Insurance Letters

From "Gregg Speed Building"

Dear Mr. Martin: Replying to your letter of July 17, I shall be very glad to have you call at²⁰ this office and discuss with me your plan for group insurance for garage proprietors and their employees.

It⁴⁰ would be advisable to get in touch with me by telephone before coming to see me. Very truly yours, (60)

Dear Sir: Certificate No. 6940, insuring the life of Alice H. Hays for²⁰ \$10,000, under Blanket Coverage Policy No. 2932, is enclosed.

This⁴⁰ certificate and insurance were issued originally on August 1, and because Miss Hays wished the date changed⁴⁰ to September 21, we were obliged to cancel the whole original transaction and issue a new⁸⁰ certificate. Very truly yours, (86)

Dear Mr. Kaufman: We welcome you most heartily as our agent for the Dollar-Monthly plan of insurance.²⁰ A license permitting you to sell this form of insurance in the State of Illinois is enclosed, and we are⁴⁰ certainly pleased to pass the license on to you. Please acknowledge its receipt by return mail.

Our sincere hope is⁸⁰ that you will enjoy the benefits from the sale of this type of insurance in the way of increased income. Very⁸⁰ truly yours, (83)

Dear Mr. Roberts: Thank you for your letter of August 31.

Before we can do anything, it will be²⁰ necessary for us to have a copy of the constitution and by-laws of the fraternal organization⁴⁰ about which you write.

There are so many points to be covered in this matter, however, that I believe⁸⁰ it would be more satisfactory if you called at this office rather than if you endeavored to explain them⁸⁰ in a letter. I suggest, therefore, that you call me on the telephone for a definite appointment. Very¹⁰⁰ truly yours, (102)

Dear Mr. Peterson: "All 'right so far," remarked the man who fell off the ten-story building, as he whizzed past the²⁰ fourth floor.

Perhaps you, too, have been all right so far. You missed an accident this morning. It was on its way to happen⁴⁰ to someone else.

But tomorrow the accident may be on its way to you.

You cannot always avoid the⁶⁰ accident, but you can avoid the loss it causes. No need to let your income, while you are disabled, be a²⁰⁰ question of per week or perhaps.

Ask our representative to make the point clear to you when he calls. Yours very¹⁰⁰ truly, (101)

Dear Sir: We have reinstated your policy No. 6211, and enclose the receipt²⁰ for the annual premium due June 10, with a copy of your recent Application for Reinstatement⁴⁰ attached thereto.

We are also enclosing our check, payable to your order, for 96 cents, representing⁶⁰ the refund due you in connection with the reinstatement of your policy. Very truly yours, (79)

Dear Mr. Newton: Mr. Carling, a representative from our office, has been asked to call on you to explain²⁰ an insurance plan that has attracted extraordinary attention.

It is restricted to persons⁴⁰ in first-class physical condition, in which class I believe you would qualify.

Mr. Carling will call within⁶⁰ a day or two. His stay will be brief. I realize you are a busy man, and I do not intend to presume⁸⁰ unnecessarily upon your time. Yours very truly, (91)

Dear Mr. Charles: Some of your friends would send flowers. Others would call or telephone. But—would anyone send you a²⁰ check to meet expenses if you were disabled?

When disabled, you may have to help support about five families:⁴⁰ your own, the doctor's, the grocer's, the dry-goods man's, the nurse's.

How will you pay the bills?

Our representative⁶⁰ will call tomorrow and suggest a way to solve this problem. Yours very truly, (74)

Key to December's "Talent Teaser"

SELF-CONFIDENCE

If you are a failure, if you are unhappy and despondent, you may see the person who is most to blame by²⁰ stepping to the looking-glass.

When you begin to succeed, you may put it down as a sure thing that you have commenced⁴⁰ to believe in yourself.

The Creator has furnished us with an ability to think, and this is the only⁶⁰ potential power needed to succeed in any undertaking that is possible to accomplish.

You are⁸⁰ the only person on earth who can set this power into operation. There is no force or outside agency¹⁰⁰ that withholds it from your use.

The thoughts which you hold are being constantly registered in the thoughts of others¹²⁰ with whom you come in contact. This is a

scientifically proven fact. Can you not see then, how necessary¹⁴⁰ it is for you to think well of yourself? Can you not see why you ought to believe in your ability to¹⁶⁰ accomplish all that you undertake?

The line which marks the difference between the successful and the unsuccessful¹⁸⁰ men is definite and easily removed. One believes he can do all he undertakes, and goes ahead and²⁰⁰ does it; the other one believes he can not accomplish anything, so he never begins!

If you want to witness²²⁰ a marvelous transformation in yourself, commence now, and for ten days stand before the mirror for ten minutes²⁴⁰ each day, look yourself squarely in the eyes and say—"I believe in you; you can finish everything you start;²⁶⁰ you can induce people to like you; you can get people to favor you by first favoring them; you can win people's²⁸⁰ confidence by placing your confidence in them." The result will be startling. (294)

National Bank Notes

From "Uncle Sam's Money"

By Walter O. Woods

Treasurer of the United States

[Adapted to the vocabulary of the first eight Chapters of the Manual]

A national-bank note, although not a direct obligation of the United States, is an obligation²⁰ in which the Federal Government has such an interest that the effect is the same as if it carried on⁴⁰ its face a promise that the Government would redeem it.

Prior to the Civil War, state banks issued circulating⁶⁰ notes. They were the obligations of the issuing bank, and therefore the status of each particular⁸⁰ issuing institution governed the value of its outstanding notes. Obviously, the notes were accepted with¹⁰⁰ misgivings unless the bank's standing was unquestioned, and thus, when a note strayed a distance from the issuing bank,¹²⁰ it was accepted only at a discount.

At a great distance the notes would not circulate¹⁴⁰ at all. They were the¹⁶⁰ greatest financial nuisance our people ever had to contend with—they became a nation-wide menace. It was¹⁸⁰ apparent that if bank notes were to circulate as money, a way should be found to cause them to have the same²⁰⁰ stability in Maryland or in Ohio as they had in New Hampshire. There was a clear need for notes that would²²⁰ have a "national atmosphere about them."

Long prior to the Civil War it had been determined that the²⁴⁰ Federal Government had the power under our Constitution to charter banks, but that power in²⁶⁰ 1863 had not been exercised for about twenty-five years. Congress, by the act of February²⁸⁰ 25, 1863, authorized the chartering of banks under national authority.

The³⁰⁰ act provides that a bank so chartered might issue its own notes as money, if it would first demonstrate to the³²⁰ Sec-

retary of the Treasury, among other requirements, that it had invested a certain proportion of³⁰⁰ its capital stock in *United States* bonds. Dependent upon the amount of capital, the statute required³⁴⁰ such an investment to be from one-fourth to one-third of the capital.

The bank must also submit to³⁶⁰ Federal inquiry into its affairs—its business conduct—and *demonstrate* a healthy and sound condition,³⁸⁰ obeying the law as to loans, reserves, etc.

The statutes established a bureau in the Treasury to⁴⁰⁰ supervise national-bank matters, conduct examinations, and attend to the issue and redemption of⁴²⁰ the circulating notes of the banks. The chief of that bureau is accorded the title of *Comptroller* of the⁴⁴⁰ Currency.

The Act provided that the Government would supply the circulating notes—issue them to the banks,⁴⁶⁰ and *superintend* their redemption—and honor them for the bank at the Treasury.

National-bank notes differ⁴⁸⁰ from state-bank currency in a vital particular. That difference, it was believed, would be—and it, in fact,⁵⁰⁰ did prove to be—the *cure* for the state-bank-note trouble, that is, the Government itself was indirectly back of⁵²⁰ the note. The bank's investment in Government bonds was required to be held by the Treasury as a *guarantee*⁵⁴⁰ that the bank would honor its notes on presentation at the bank concerned or at the Treasury. That safeguard was⁵⁶⁰ provided by the Organic Act and it has existed from that day to this.

The note is the obligation⁵⁸⁰ of the issuing bank, and each must honor its notes on demand. If it should not do so, the Government would do⁶⁰⁰ it for the bank and use the bank's funds for the purpose. In addition to depositing the Government bonds above⁶²⁰ referred to as security for the circulation, each bank is required to carry on deposit with⁶⁴⁰ the Treasury a sum in money equal to 5 per cent of its circulation. It is from that 5 per cent⁶⁶⁰ fund that the *Treasurer* honors the national-bank notes on presentation at the Treasury. Whenever any⁶⁸⁰ of the fund is paid out by the Treasurer, the bank is required forthwith to restore the sum so paid from the⁷⁰⁰ 5 per cent fund and the Comptroller thereupon ships new notes to the bank to replace the amount exacted from⁷²⁰ the bank.

If a bank should fail to restore the fund, the Treasury is authorized to sell the bank's bonds and thus procure⁷⁴⁰ the funds that have been paid to redeem the bank's notes. Thus, although the national-bank note is the obligation⁷⁶⁰ of the issuing bank and not of the Government, the latter has the funds of the bank in possession and is⁷⁸⁰ able to accomplish payment regardless of the bank's financial state. From the fact that the Government has the⁸⁰⁰ bank's bonds as security, it is obvious that there can be no loss to the United States.

If a bank wishes⁸²⁰ to discontinue business and to withdraw its bonds from the Treasury, it may do so by remitting an⁸⁴⁰ amount in

money equal to the outstanding notes. The Government, with the necessary cash in hand, will⁸⁶⁰ thereafter redeem the bank's notes as they come in. The bonds are released to the bank as soon as the Government has⁸⁸⁰ received the funds to take up the notes.

In actual practice about a million and a half in national-bank notes⁹⁰⁰ comes to the Treasury for redemption daily. The notes are assorted to determine the amount redeemed for⁹²⁰ the account of each bank concerned. After assortment and ascertainment of the amount for each bank, the 5 per⁹⁴⁰ cent fund of each of those banks is charged accordingly and each bank concerned is required to remit the sum paid out⁹⁶⁰ for it. The great amount that comes in for redemption daily is presented not because the holder wishes gold⁹⁸⁰ in payment, but because the notes are mutilated, worn, torn, or dirty and are thus unfit for circulation. (1,000)

Short Stories in Shorthand

Side Show

Dicky: My dad is an Elk, a Lion, a Moose, and an Eagle.

Micky: Gee! What does it cost to see him? (19)

Ambitious!

"I heard you refuse a job as president of the company."

"Yeh, there was no chance for advancement." (18)

Literal Lizzie

Teacher: I have went: That's wrong, isn't it?

Pupil: Yes, ma'am.

Teacher: Why is it wrong?

Pupil: Because you ain't went yet. (20)

Undoubtedly

Woman: I was to have met my husband here two hours ago; have you seen him?

Shopwalker: Possibly, madam.²⁰ Anything distinctive about him?

Woman: Yes; I imagine he's purple by this time. (35)

Family Secrets

A man in the Midlands owns a number of horses, and has a great reputation for skill in the treatment of²⁰ them. One day a farmer approached the horse-owner's little boy, and said:

"Look here, my little man, when one of your father's⁴⁰ horses is ill, what does he do?"

"Do you mean slightly ill or seriously ill?"

"Oh, seriously ill," said⁶⁰ the farmer.

"Because," said the child, "if a horse is only slightly ill, he gives it medicine; but if it is⁸⁰ seriously ill, he sells it." (85)

Motivation in Shorthand

(Concluded from page 132)

pected of them. For this reason, we are introducing a new feature in our transcription work which outlines fixed standards whereby the students may know what is expected of them for definite grades of work.

This feature is illustrated below, where a testing program appears under the heading of "A Testing Program with Definite Standards in Shorthand Transcription." Standards are set up for both speed and accuracy of the transcription work. This phase of our teaching only adds interest to the transcription without adding more work. Transcription should be given, anyway, through the sixth week. Variety is the spice of a successful program.

If you want to arrive in shorthand, drive directly at the points which you want to reach. Let your classes know where you want them to go. They'll go. Give meaning to your work. Work with a purpose in view. Motivate your work. Success will be yours.

★ ★ ★

Obituary

(Concluded from page 146)

Mr. Sears was manager of the Drake Business College in Jersey City until 1927, at which time he bought the Spencer School and became president of the company.

He is survived by his widow, Mrs. Mary L. Sears; a daughter, Mrs. Reed Deering, of Dade City, Florida; and a brother, Eugene Sears, of Tampa, Florida.

Walter E. Canfield

WALTER EDWIN CANFIELD, commercial educator, of New London, Connecticut, died September 29 at the age of 70.

In 1894, Mr. Canfield purchased the Norwich Business College; in 1908, he purchased the Westerly, Rhode Island, Business College; and three years later he acquired the New London Business College. For the past thirty-eight years Mr. Canfield has been actively engaged in the management of these schools and in furthering the progress of commercial education in New England.

Mr. Canfield was born in New Milford, Connecticut. After completing his general education he became a court reporter, later holding for several years an appointment as a customhouse officer at Bridgeport. As a result of his reputation as a reporter, he was

offered an appointment as one of President McKinley's official stenographers, but declined because of his interest in educational work.

Mr. Canfield is survived by his widow, the former Edith A. Gards, of New London.

J. C. Olson

J. C. OLSON, president of the Olson's Business Colleges at Parsons and Independence, Kansas, died August 24. He was born in Denmark, near Copenhagen, in 1872, and while still in his teens he decided to come to America. He arrived in New York as a stowaway, without friends or money and unable to speak a word of English. Wandering about the city he met a stockman from Nebraska, who took an interest in him and opened his own home to him. Five years later Mr. Olson had saved enough money to secure his normal and business college education at Stanberry, Missouri.

Soon after graduation he moved to Parsons, Kansas, and bought a small business college. This school proved so successful that he added another one at Independence, Kansas. From these two schools more than 13,000 students have been graduated.

Mr. Olson was very active in Masonic and other fraternal organizations, and was known and loved by everybody in his community.

★ ★ ★

Teachers' Certificates

(Concluded from page 150)

Lillian Orr, Moberly, Missouri
Margaret Payne, Adairsville, Georgia
Marie Perkins, Carroll, Iowa
Florence M. Purvis, Yorkton, Saskatchewan, Canada
Lillian Quast, Linton, North Dakota
Y. G. Rice, Texarkana, Arkansas
Consuelo S. Rivero, San Antonio, Texas
Maurice M. Robbins, Raiston, Oklahoma
Omah B. Ryner, Galesburg, Illinois
Sister M. of St. Margaret, Helena, Montana
Rosalind G. Shaw, Saskatoon, Saskatchewan, Canada
Miss Bert Schutz, San Francisco, California
Mrs. Mildred Simpson, Abilene, Texas
Majel Smith, Scottsbluff, Nebraska
Gizella Gladys Stanek, Hebron, Connecticut
Miss N. Stent, Moose Jaw, Saskatchewan, Canada
Frances Steupnagel, Milwaukee, Wisconsin
Annie L. Streit, Birmingham, Alabama
Mrs. Ida Katherine Stucki, Union City, New Jersey
Sister Mary Sylvester, Hilo, Hawaii
Lillian P. Trout, Ashbury Park, New Jersey
Esther Veatch, Des Moines, Iowa
Sister Margaret Vincent, Edmonton, Alberta, Canada
Frances Marie Vondras, New York, New York
Gordon B. Walker, Lebanon, Tennessee
Charles A. Wall, Ephraim, Utah
Ava S. Weaver, Boynton, Florida
Mild Hubler Webb, Tulsa, Oklahoma
Virvan M. Wentzel, Pottstown, Pennsylvania
Mary Beatrice White, San Antonio, Texas
Bonnie Elizabeth Winans, North Platte, Nebraska
Doris M. Wicks, Philadelphia, Pennsylvania
Irene Willis, Nashville, Tennessee
S. Ethel Wills, Norfolk, Virginia
Lilly Witherspoon, Memphis, Tennessee
Clark O. Wohlers, Omaha, Nebraska
Margaret T. Wong Leong, Honolulu, Hawaii
Stella Vee Wooters, Laurel, Montana
Gertrude Yungel, Philadelphia, Pennsylvania

Graded Readings— De Luxe

For those teachers sending us a club of ten or more subscriptions that represents not less than 90% of their shorthand pupils we have prepared a de luxe edition of Graded Readings which will be a joy to every shorthand teacher.

Each page of shorthand is faced with the counted type key for just that page—no more, no less. The book is printed on larger paper than the regular edition, giving more generous margins. It is bound partly in a beautiful brown leather and partly in a heavy linen cloth. Gold stamping and gold top, of course.

This fine volume is prepared by THE GREGG WRITER for presentation to its teacher friends as a mark of our appreciation of your coöperation with us, and we hope that all those fortunate enough to obtain one will enjoy owning and using it.



THE GREGG WRITER

270 Madison Avenue

New York, N. Y.

